

### **Table of Contents**

#### I. State Summary of Projects & Social Marketing Campaigns

State Summary of FSNE-Eligible Contacts

- 1. Local Projects Summary
  - a. State Summary
  - b. Local Project Summaries (Unduplicated Count)
  - c. Local Project Summaries (Total Impressions)
- 2. Network Media
  - a. State Summary
  - b. Network Advertising
  - c. Network Public Relations
- 3. Regional Network Campaigns
  - a. State Summary
  - b. Regional Summaries
- 4. UC FSNEP State Summary

### **II. Final Report Summary of Evaluations**

- 1. Network Impact Evaluation of Local Projects
- 2. *Network* Evaluation of the Fruit, Vegetable and Physical Activity Toolbox
- 3. Network Benchmark Summary
- 4. UC FSNEP Summary of Evaluations
  - a. Adult and Youth Evaluation Project
  - b. Nutrition Education of Bay Area African Americans
  - c. Teaching Nutrition Education Using the Internet
  - d. Improving Nutrition in Low-income Vietnamese Families

### **State Summary of FSNE-Eligible Contacts**

Network for a Healthy California
California Department of Public Health
and the
Food Stamp Nutrition Education Program
University of California, Davis

October 1, 2007 - September 30, 2008

Summary of Contacts thro	Summary of Contacts through FSNE in California, Federal Share only								
Project Name	Total Unduplicated Contacts (Estimate Only)	Total Impressions (Estimate Only)							
1. Local ProjectsNetwork	2,364,212 1	33,660,264 <sup>2</sup>							
2. Network Media (Advertising & Public Relations)	8,585,000 <sup>3</sup>	1,456,819,170 4							
3. Regional Networks  (Fruit/Vegetable & Physical Activity Campaigns)	2,354,181 5	52,052,045 6							
4. UC FSNEP	164,099 <sup>7</sup>	1,163,047 8							
Total	13,467,492 9	2,533,126,652 10							

#### Introduction

The 2000 U.S. Census showed that about 10.1 million Californians had annual incomes <185% of the Federal Poverty Level (FPL), thereby qualifying them to receive Food Stamp nutrition education. Of these, about 3.6 million were children under age 18 years, and 1.1 million were persons over age 65 years. In June 2008, California's monthly participation was 2.27 million, an increase of over 10 percent from the prior year.

More than 60 percent of Food Stamp participants are children, a significantly higher proportion than the national average. Therefore, both of California's FSNE initiatives aim to reach the estimated 7 million parents and children with annual incomes <185% FPL. As in prior years, the figures in this annual report reflect activities paid for through "federal share" dollars only.

In the State Summary chart above, and with the caveats specified in the footnotes, the columns of unduplicated count and total impressions suggest that the *Network* and UC-

Printed 1/15/2009

FSNEP together reached very significant proportions of FSNE-eligible Californians. For example, if it is assumed that the estimates children provided by schools, school districts and county offices of education are unlikely to be duplicated, than 1.5 million children were reached by the *Network* and 71,000 were reached by UC-FSNEP, totaling 1.6 million individuals.

There were 8.9 Million children <18 years in California, of whom 3.6M (40%) came from families <185% FPL (2000 U.S. Census). The total enrollment of students in FSNE-qualified schools was 6.3 million (CDE, 2006-2007), suggesting that in FFY 08, FSNE reached about 25% of all students in qualifying California schools and about 18% of all California children under age 18 years at least once.

Between FFY 07 and FFY 08 the estimated unduplicated contacts increased by approximately 1 million to over 13 million individuals, up approximately 11 percent. However, the total impressions grew from 1 billion to 2.5 billion. This was due to two factors: One was the inclusion of projections from both the *Network* and UC local projects to include their statistics in this report. The second was a large increase in advertising impressions, due in part to reporting the periods when paid advertising was aired, rather than the fiscal period when the advertising was purchased.

Since funding has been steady since FFY 07, significant increases were not expected.

Commercial marketing aims to drive sales by continually increasing its reach to its consumer audiences and by attaining the smartest possible balance within the marketing mix of: advertising, public relations, promotion, and education. Most marketers believe that effectiveness increases proportionately to the quality of the contact and the number of contacts per capita in the target audience. One can get results by saturation marketing or by being clever. California's FSNE programs aim to do both.

The aim of social marketing is to reach as many members of the target audience in as many appropriate ways and as many times as possible, and to make the desired behavior changes as easy as possible to adopt. There is no way with current resources to estimate the member of unique individuals experiencing or exposed to FSNE interventions conducted by about 130 diverse local agencies.

Since there is no data system that can obtain an unduplicated count of unique persons exposed to FSNE across California, all data reported here are best estimates submitted by participating agencies that are then added together. This method has been consistent over the years. With that limitation, a preliminary analysis of trends shows that for the approximately 10.1 million FSNE-eligible Californians, in FFY 08 each low-income person could have been reached about 1.2 times directly and as many as 150 times through an indirect contact such as advertising, a school, organization or community event, or a piece of reading material. If only the estimated 7 million parents and children are counted, then the ratios would be higher, at 1.7 direct contacts and 215 indirect contacts or "touches", respectively.

Printed 1/15/2009

Our goal is to demonstrate through our representative state surveys that significant increases in fruit, vegetable and physical activity behaviors will occur in the 7 million FSNE-eligible California parents and children for whom our programs are designed. We expect this to occur as the reach of our intervention efforts increases, as changes in "upstream" measures of factors that determine population behavior are improved, and as the many barriers to healthy eating and physical activity decrease. This goal is discussed in the annual state plan and may be reflected in other reports.

#### Details about the Summary Table

<sup>1</sup> Unduplicated Contacts, Local Projects: There is no way to track persons when they participate in or are exposed to multiple FSNE efforts within a community. Therefore, this number represents the sum of each contractor's best estimate of their own unduplicated count for activities. The estimates are based on each project's planned scope of work from the FFY 08 state plan. Estimates of actual contacts are due from local partners in November and can be compiled at the state-level by mid-FFY 09.

<sup>2</sup> Total Impressions, Local Projects: This is the first year that the *Network's* semi-annual activity report current year data have been utilized for reporting Total Impressions. Data for the *Network* are collected semi-annually from Local Incentive Awardees (LIA) and Non-profit Incentive Awardees (NIA) for 6-month reporting periods, Oct. 1-March 30 and April 1-September 30; they are incorporated into a Semi-Annual Activity Report (SAAR). The SAAR captures activities and materials reported by the LIAs, NIAs and other projects on a statewide level. The activities are grouped according to the *Network*-defined social marketing tools: education, promotion, public relations, advertising, consumer empowerment, community development, and policy, systems, and environmental change. The SAAR data are used to showcase capture diverse types of local social marketing activities the entire community's efforts to achieve *Network* objectives and to track progress in reaching FSNE-eligible audiences. The community effort of course reflects activities, impacts and outcomes that come from FSNE-partners working together with multiple other organizations.

<sup>3</sup> Network Media, Advertising and Public Relations: These figures reflect the reach of the Network's paid advertising contract. The estimated unduplicated advertising impressions totaling 8,585,000 is based on an 85% reach to approximately 10.1 million persons in households with incomes <185% FPL being exposed to a TV, radio or outdoor message from Network advertising at least one time during 14 weeks of advertising in FFY 08. The figure takes into account that the Network messages run in media markets representing 99.2% of all Food Stamp clients in California, but not all persons in the market will be exposed.

By adding smaller media markets to the annual ad buy, coverage of Food Stamp clients increased from 80.5% in FFY 06 to 85.0% in FFY 07 and 96% in FFY 08. The corresponding impressions grew from 8,134,500 to 8,585,000.

<sup>4</sup> *Network* Total Media Impressions: In FFY 08, the total impressions amounted to an estimated 1,456,819,170 in combined paid advertising and public relations, *aka* "earned media" from the *Network's* advertising and PR contract. (See Section 3, *Network* Media and Advertising.) For paid advertising, reported gross mass media impressions are based on adults, 18+ years of age, the standard demographic measurement used to estimate *Network* media impressions. Gross advertising impressions were then factored down to an estimated 1,385,656,000 to adjust for adults, 18+ years ≤185% FPL using adjustment factors from proprietary Scarborough Research Data. There is no industry method to adjust PR for 185% FPL or to estimate unduplicated impressions (contacts). Combined adjusted media impressions, adjusted for ≤185% FPL, is 1,456,819,170. This represents a 225% increase over FFY 06 media impressions (650,120,647) because FFY 06 did not include ads aired between October and January which were funded from the prior year's budget.

<sup>5</sup> Regional Networks, Unduplicated Contacts, Fruit, Vegetable and Physical Activity Campaigns and Programs: The number of unduplicated regional contacts is based on direct contacts with individuals at

Printed 1/15/2009 I-3

FSNE-eligible sites where educational interactions occur such as classroom-type lessons, interactive educational booths at festivals and farmers'/flea markets, food demonstrations and other community venues. The number may include persons living in households >185% FPL. For example, for a school to qualify to participate in the *Network's Power Play! Campaign*, >50% of the students must be documented as eligible to receive free or reduced price school meals; fellow students may or may not live in homes with higher incomes. All children in the classroom or school would be included in the reported contacts. Again, since there is not now, and likely will not in the foreseeable future be, a universal ID number, there is no way to provide an unduplicated count of individuals, particularly when these individuals may be reached by other FSNE-funded projects. In fact, the broader approach is likely to increase both the effectiveness and efficiency of FSNE since children and adults alike are so heavily influenced by social norms of the peer groups of which they are members, and interventions that reach entire groups are more likely to result in population changes than are ones aimed solely at individuals.

<sup>6</sup> Regional Networks, Total Impressions, Fruit, Vegetable and Physical Activity Campaigns and Programs: This also is the first time that current-year SAAR data have been utilized for reporting Total Impressions for Regional Networks. This cell counts multiple contacts with the same individuals in Regions when they participate in a series of classroom-type lessons and uses multipliers to estimate the total number of family members reached through the direct participation of one family member in a Campaign intervention. The total impression number also includes indirect contacts, such as merchandising in qualifying retail stores and worksite cafeterias.

<sup>7</sup> UC-FSNEP-Total Unduplicated Contacts: Unduplicated contacts are actual representations of either a 6-8 hour long series of sessions of nutrition education lessons or small increment contacts delivered to California's FSNE-Eligible populations.

<sup>8</sup> UC-FSNEP-Total Impressions: This is the first year that current-year data have been utilized for reporting Total Impressions. It represents the iterative impact of our series-lesson approach. Average delivery frequency is multiplied by channel of delivery to yield result (i.e., youth participants receive on average 6 hours of teaching instruction throughout the course of the year delivered in half hour increments x number of unduplicated students). Additionally, UC-FSNEP includes 19,644 tertiary impressions calculated as indirect nutrition education for children benefitting from the 6-8 hours of direct nutrition education received by enrolled adult participants. On average, enrollees in UC-FSNEP series based nutrition education have 2 children under the age of 5 within the household.

<sup>9</sup> Total Unduplicated Contacts, Estimate Only: This cell totals best-estimates of unduplicated counts by all participating projects, excluding the *Network's* special projects. The goal of FSNE is to reach the maximum number of FSNE-eligible persons in as many times and ways as possible so as to stimulate and support sustained behavior change. For example, a child may receive nutrition education multiple times and ways in school classrooms, cafeterias, and school yards as well as from FSNE providers after school, in special events, and in other community settings. Likewise, a low-income mom may participate in interventions from different community providers, at the store, through social groups, and mass media. At present, there is no way to obtain a true unduplicated count, so we recommend instead that other measures of accountability and reach be found.

<sup>10</sup> Total Impressions, Estimate Only: With a target population of 10.1 million FSNE-eligible persons, of whom over 7 million are parents and children who make up the main audience for FSNE in California, gross estimates are that in FFY 08 contacts to convey a FSNE message occurred directly from 1.2 to 1.7 times per person and indirectly from 150 to 215 times per capita. However, since services are concentrated in low-income census tracts, low-resource schools, and other specific sites, it is likely that a smaller number of persons, especially, those with the lowest incomes, received the bulk of FSNE interventions.

Printed 1/15/2009

## 1.a) Network Local Projects Summary

# Network for a Healthy California California Department of Public Health

October 1, 2007 - September 30, 2008

(FSNE Eligible ≤ 185% FPL)

	Total Unduplicated Contacts (Estimate Only)	Total Impressions (Estimate Only)
Network Local Projects  Grand Total of Contacts	2,364,212	33,660,264 1

By Channel	
CHILDREN AND FAMILIES	
COMMISSIONS	3,500
CITY GOVERNMENTS	2,870
COLLEGES/UNIVERSITITES	102,799
COUNTY OFFICES OF EDUCATION	356,294
INDIAN TRIBAL ORGANIZATIONS	7,820
LOCAL PUBLIC HEALTH DEPARTMENTS	740,627
PARKS AND RECREATION AGENCIES	2,215
SCHOOLS/SCHOOL DISTRICTS	1137,326
UC COOPERATIVE EXTENSIONS	10,761
TOTAL	2,364,212

#### Notes:

<sup>&</sup>lt;sup>1</sup> On the next page of this section, a SAAR Report Summary (one-page) enumerates the 33 million local social marketing impressions by channel and type of nutrition education activity.

**Semi Annual Activity Report (SAAR)** 

Semi Annual Activity Report (S				
Category	Total FFY08 Impressions			
Est. Consumer Impressions: TV				
and PSA	869,400			
Est. consumer impressions- RADIO	144,700			
Total Cumulative Circulation: PAID				
PRINT ADS	7,778,015			
# consumer impressions:				
OUTDOOR ADS	10,250,549			
taste test consumer impressions:				
GROCERY STORE	49,460			
tour of retail outlet consumer				
impressions: GROCERY STORE	1,597			
other promotions consumer				
impressions: GROCERY STORE	193,827			
taste test consumer impressions:				
FARMERS MARKET	22,220			
tour consumer impressions:				
FARMERS MARKET	3,668			
other promo consumer impressions:				
FARMERS MARKET	16,862			
# Consumer Nut Ed impressions:				
CLASSES	2,542,223			
# provider training participants:				
CLASSES	60,031			
PA promo w/ nut impressions:				
CLASSES	305,781			
# attended event: ORGANIZED PA	88,585			
# attended: HEALTH FAIRS	433,887			
# attended: COMMUNITY FORUMS	11,678			
# attended: OPEN HOUSES	195,290			
# attended: SPEECHES &				
CONFERENCES	35,336			
# attended: OTHER PROMO	·			
EVENTS	10,657,155			
TOTAL	33,660,264			

## **Local Projects Summary - Network**

## 1.b Final Report for Local Projects – FFY 2008

		State Summ	nary of <i>Network</i> <u>L</u>	ocal Projects			FFY 08
Project Name	Delive	ery Locations	Audience,	Reach	Methods	Content	Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites (type and number)	Targeted Audience	Total No. of Participants (estimated, unduplicated count)	Frequency, Duration and Type of Educational Methods	Key Message(s)	Type and Status
ABC Unified     School District	Los Angeles County	Preschools: School District Preschools (2, located on K-12 school sites); Schools – students (K-12) (13); Schools – adults/parents (13)	51% Female; 49% Male; Children and Adults	9,500	Print Media; Nutrition Education Classes (18,600 occurrences at 0.25 hour each); Community Education Events (4 occurrences at 1 hour each); Training/Workshop/Confe rence (10 occurrences at 1 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources) Fiber- Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains	Process; Impact

FFY 08 Final Report Page 1

Sta	ate Summary of <i>N</i> e	twork <u>Local F</u>	Projects.					
	Project Name	ect Name Delivery Locations		Audie	nce	Methods	Content	Evaluation
2.	Alameda County Health Care Services Agency	Alameda County	Afterschool Programs (26); Churches (6); Community-Based Organizations (1); Community Youth Organizations (3); Elderly Service Sites (5); Food Stores (1); Parks, Recreation Centers (10); Preschools: School District Preschools (23); Other Preschools or Daycares (2); Schools – students (K-12) (34); Schools – adults/parents (34); WIC Programs (4); Worksites (3)	52% Female; 48% Male; Children and Adults	27,443	Internet/Web Sites (www.acgov.org); Print Media; Nutrition Education Classes (149,224 occurrences at 0.5 hour each); Community Education Events (690 occurrences at 0.5 hour each); Training/Workshop/Confe rence (10 occurrences at 3 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process; Impact
3.	Alameda County Office of Education (California Healthy Kids Resource Center (CHKRC))	Statewide (Primarly distribution of materials)	Preschools: Head Start Programs (1927); Schools – students (K-12) (4500);	Male (51%); Female (49%) Children and Adults	13,000	Advisory Council/Task Force (Advisory Committee, Joint Steering Committee); Internet/Web Sites (www.californiahealthykid s.org ); Print Media; Training/Workshop/Confe rence (50 occurrences at 1 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process Evaluation

Sta	ite Summary of <i>N</i> e	twork Local	Projects.					
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation
4.	Alameda County Office of Education (Coalition)	Alameda County	Afterschool Programs (26); Schools – students (K-12) (43)	Male (52%); Female (48%)	193,325	Nutrition Education Classes (4,000 occurrences at 2 hours each); Community Education Events (50 occurrences at 3 hours each); Training/Workshop/Confe rence (131 occurrences at 2 hours each); Youth Empowerment	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Whole Grains	
5.	Alameda County Office of Education (Rock La Fleche Community School)	Alameda County	Schools – students (K-12) (7)	50% Female; 50% Male; Children	785	Nutrition Education Classes (180 occurrences at 1 hour each); Community Education Events (5 occurrences at 2 hours each)	Fruits & Vegetables; Fats and Oils; Fiber-Rich Foods; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Whole Grains	Formative; Process
6.	Alhambra Unified School District	Los Angeles County	Afterschool Programs (8); Community Youth Organizations (1); Preschools: Other Preschools or Daycares (8); Schools – students (K-12) (16); Schools – adults/parents (16); Worksites (1);	Male (43%); Female (57%) Children and Adults	17,500	Advisory Council/Task Force (Coordinated School Health Leadership Team); Internet/Web Sites (www.ausdnutrition.com); Print Media; Nutrition Education Classes (100 occurrences at 0.5 hour each); Community Education Events (3 occurrences at 5 hours each); Training/Workshop/Confe rence (30 occurrences at 1.5 hours each); Nutrition Assemblies (36 at 0.75 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Sodium and Potassium; Whole Grains; Food safety/sanitation; label reading	Process; Impact

Sta	ate Summary of <i>Ne</i>	twork <u>Local F</u>	Projects.					
	Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
7.	Alisal Union School District	Monterey County	Adult Education & Job Training Sites (3); Afterschool Programs (9); Healthy Start (1); Preschools: Other Preschools or Daycares (6); Schools – students (K-12) (11);	Male (40%); Female (60%) Children and Adults	14,972	Internet/Web Sites (WWW.ALISAL.ORG); Print Media; Nutrition Education Classes (3848 occurrences at 0.5 hour each); Community Education Events (4 occurrences at 6 hours each); Training/Workshop/Confe rence (9 occurrences at 3 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains; PORTION DISTORTION/LABELS	Process; Impact
8.	Berkeley Unified School District	Alameda County	Afterschool Programs (9); Preschools: School District Preschools (4); Schools – students (K-12) (10); Schools – adults/parents (1);	51% Female; 49% Male; Children	9,265	Nutrition Education Classes (19,000 occurrences at 1 hour each); Community Education Events (30 occurrences at 4 hours each)	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Limit Added Sugars or Caloric Sweeteners; Promote Healthy Communities; Whole Grains	Process; Impact

Sta	ate Summary of <i>Ne</i>	twork Local F	Projects.					
	Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
9.	California Rural Indian Health Board, Inc.	Sacrament o County	Afterschool Programs (4); Elderly Service Sites (1); Preschools: Head Start Programs (4); WIC Programs (3); Indian Tribal Organizations (8)	55% Female; 45% Male; Children and Adults	2,320	Advisory Council/Task Force (Nutrition Council of California Indian Clinics); Internet/Web Sites (www.crihb.org (Family & Community Health, Nutrition Section)); Nutrition Education Classes (33 occurrences at 2 hours each); Community Education Events (17 occurrences at 5 hours each); Training/Workshop/Confe rence (16 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Limit Added Sugars or Caloric Sweeteners; Whole Grains.	Process
10.	Calistoga Joint Unified School District	Napa County	Afterschool Programs (2); Community Centers (1); Community Youth Organizations (1); Famers' Markets (1); Food Stores (1); Schools – students (K-12) (2)	49% Female; 51% Male; Children and Adults	1,200	Print Media; Nutrition Education Classes (300 occurrences at 1 hour each); Community Education Events (6 occurrences at 2 hours each); Training/Workshop/Confe rence (1 occurance at 1 hour each); Point of Purchase (3 occurances at 4 hours duration)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains; Garden Fruit and Vegetables	Process

FFY 08 Final Report Page 5

State Summary of Ne	twork Local Projects.				
Project Name	Delivery Locations	Audience	Methods	Content	Evaluation
11. California State University, Chico (Research Foundation)	Butte County  Afterschool Programs (30); Community- Based Organizations (13); Community Centers (10); Community Clinics (non government) (2); Community Youth Organizations (2); Elderly Service Sites (2); Homes (10); Parks, Recreation Centers (1); Preschools: School District Preschools (4) and Other Preschools or Daycares (27); Public/Community Health Centers (includes Public Health Departments) (4); Schools – students (K-12) (70); Schools – adults/parents (70); Universities, Community Colleges (1); Community Gardens (5); Breastfeeding Support Center (1); Indian Tribal Organizations (6) Libraries (1)	Male (50%); Female (50%) Children and Adults	Internet/Web Sites (www.scnac.org); Nutrition Education Classes (3,575 occurrences at 1 hour each); Community Education Events (10 occurrences at 1 hour each); Training/Workshop/Confe rence (10 occurrences at 1 hour each); Point of Purchase (100 occurrences at 0.5 hour each); school-wide event (400 occurrences at 1 hour each); home visits (100 occurrences at 0.5 hour each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Whole Grains; Sodium and Potassium	Formative; Process; Impact

State Summary of Ne	etwork <u>Local F</u>	Projects.					
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
12. City and County of San Francisco, Department of Public Health	San Francisco County	Community-Based Organizations (2); Community Clinics (non government) (1); Emergency Food Assistance Sites (includes Food Banks) (1); Food Stores (1); Public/Community Health Centers (includes Public Health Departments) (13); Schools – students (K-12) (1); WIC Programs (5); Worksites (1); Training and Conference Facilities (1); Community Health Fairs and Events (8)	60% Female; 40% Male; Children and Adults	3,000	Advisory Council/Task Force (CNAP); Internet/Web Sites (http://www.sfdph.org/dph /comupg/oprograms/MCH /FeelingGood.asp); Nutrition Education Classes (27 occurrences at 1 hour each); Community Education Events (12 occurrences at 4 hours each); Training/Workshop/Confe rence (1 occurrence at 4 hours each); Provider Training (13 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Folic Acid and Pre- conceptional health	Formative; Process; Impact
13. City of Berkeley Department of Health and Human Services	Alameda County	Adult Education & Job Training Sites (1); Afterschool Programs (3); Elderly Service Sites (1); Farmers' Markets (1); Preschools: Head Start Programs (10); Public Housing (2); Schools – students (K-12) (3); Schools – adults/parents (1); Shelters/TemporaryH ousing (2); WIC Programs (1); Ethnic fairs/Flea markets (3);	55% Female; 45% Male; Children and Adults	4,500	Advisory Council/Task Force (Mayors Task Force on Health); Internet/Web Sites (www.ci.berkeley.ca.us); Print Media; Nutrition Education Classes (200 occurrences at 1 hour each); Community Education Events (8 occurrences at 5 hours each); Training/Workshop/Confe rence (10 occurrences at 2 hours each); drop in individual/small group nutrition education (25 occurrences at 0.25 hour each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy EatingPlan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains; Eat breakfast	Formative; Process

Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
14. City of Duarte Parks and Recreation Department	Los Angeles County	Afterschool Programs (2); Elderly Service Sites (1); Emergency Food Assistance Sites (includes Food Banks) (1);Parks/Recreation Centers (1); Schools – students (K-12) (6)	52% Female; 48% Male; Children and Adults	1,310	Nutrition Education Classes (148 occurrences at 1 hour each); Community Education Events (2 occurrences at 2 hours each); Training/workshops/confe rences (8 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity	Formative; Process; Impact

State Summary of Network Local Projects.										
Project Name			Audie	nce	Methods	Content	Evaluation			
15. City of Long Beach Department of Public Health	Los Angeles County	Adult Education & Job Training sites (1); Afterschool Programs (3); Churches (7); Community-Based Organizations (10); Community Clinics (non government) (2); Community Youth Organizations (1); Elderly Service Sites (3); Farmers' Markets (2); Food Stores (2); Health Care Facilities (non-government) (3); Healthy Start (2); Homes (200); Libraries (5); Other Youth Education Sites (5); Parks, Recreation Centers (12); Preschools: Head Start Programs (10); Preschools: Other Preschools or Daycares (5); Public/Community Health Centers (includes Public Health Departments)(1); Public Housing (4); Schools – adults/parents (1); Shelters/Temporary Housing (1); SoupsKitchens/Congregate meal sites (1); Universities, Community Colleges (1); Worksites (1)	Male (35%); Female (65%) Children and Adults	18,000	Advisory Council/Task Force (African American Infant Health Advisory, Best Babies Collaborative, Community Health Council, Medi-Cal Outreach Collaborative, and Long Beach Alliance for Food & Fitness); Internet/Web Sites (www.longbeach.gov/heal th); Print Media; Nutrition Education Classes (150 occurrences at 1 hour each); Community Education Events (24 occurrences at 3 hours each); Training/Workshop/Confe rence (24 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process; Impact			

State Summary of Ne	State Summary of <i>Network</i> <u>Local Projects.</u>									
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation			
16. City of Montclair	San Bernardino County	Farmers' Markets (1); Food Stores (1); Parks, Recreation Centers (1); Public Housing (1); Schools – adults/parents (8); Apartment Complex (1)	75% Female; 25% Male; Adults	1,020	Print Media; Nutrition Education Classes (85 occurrences at 2 hours each); Training/Workshop/Confe rence (13 occurrences at 3 hours each); Focus Groups (2 occurences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process			
17. City of Pasadena Public Health Department	Los Angeles County	Community-Based Organizations (5); Community Centers (2); Community Clinics (non government) (2); Elderly Service Sites (2); Food Stores (3); Parks, Recreation Centers (3); Preschools: Head Start Programs (3); Public/CommunityHe alth Centers (includes Public Health Departments) (1); Other, Other City Departments (1)	Male (15%); Female (85%) Children and Adults	25,884	Advisory Council/Task Force (Nutrition & Fitness Council); Nutrition Education Classes (59 occurrences at 1.5 hours each); Community Education Events (14 occurrences at 6 hours each); Training/Workshop/Confe rence (20 occurrences at 3 hours each)	Fruits & Vegetables; Physical Activity; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight	Formative; Process			

State Summary of <i>Network</i> <u>Local Projects.</u>									
Project Name	Project Name Delivery Locations		Audience		Methods	Content	Evaluation		
18. City of San Bernardino Parks, Recreation and Community Services Department	San Bernardino County	Afterschool Programs (15); Churches (1); Community Youth Organizations (1); Elderly Service Sites (2); Parks, Recreation Centers (8); Preschools: Head Start Programs (1); Worksites (1)	60% Female; 40% Male;	905	Internet/Web Sites (http://sbd- web.civicasoft.com/depts/ parks/homepage.asp); Print Media; TV; Nutrition Education Classes (336 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Food safety	Process; Impact		
19. Compton Unified School District	Los Angeles County	Afterschool Programs (5); Preschools: School District Preschools (14); Schools – students (K-12) (31); Schools – adults/parents (15);	62% Female; 38% Male; Children	17,650	Nutrition Education Classes (100 occurrences at 2 hours each); Community Education Events (2 occurrences at 4 hours each); Training/Workshop/Confe rence (30 occurrences at 6 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan	Process; Impact		

State Summary of Network Local Projects.										
Project Name Delivery Locations		Audie	nce	Methods	Content	Evaluation				
20. Contra Costa County Health Services (Community Wellness and Prevention Program)	Contra Costa County	Adult Rehabilitation Centers (5); Afterschool Programs (13); Churches (4); Community-Based Organizations (9); Community Centers (1); Community Clinics (non government) (1); Community Youth Organizations (1); Farmers' Markets (1); Food Stamp Offices (1); Food Stores (2); Preschools: Head Start Programs (8); Preschools: Other Preschools: Other Preschools or Daycares (4); Public/Community Health Centers (includes Public Health Departments) (4); Schools – students (K-12) (1); Schools – adults/parents (15); WIC Programs (4); First 5 Centers (5); Flea Markets (1)	Male (20%); Female (80%); Children and Adults	30,066	Advisory Council/Task Force (Families Coalition for Activity and Nutrition (Families CAN), Food and Nutrition Policy Consortium (FNPC), Healthy and Active Before 5); Internet/Web Sites (www.cchealth.org/groups /prevention); Print Media; Radio; TV; Nutrition Education Classes (216 occurrences at 1 hour each); Community Education Events (9 occurrences at 2 hours each); Training/Workshop/Confe rence (28 occurrences at 2 hours each); Point of Purchase (5 occurrences at 2 hours each); one on one telephonic education (860 occurrences at 0.5 hour each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight	Formative; Process; Impact			

State Summary of Ne	State Summary of Network Local Projects.										
Project Name	Delive	ery Locations	Audience		Methods	Content	Evaluation				
21. County of San Bernardino Department of Public Health	San Bernardino County	Afterschool Programs (1); Churches (1); Community Centers (1); Elderly Service Sites (1); Parks, Recreation Centers (3); Preschools: Head Start Programs (1); School District Preschools (80); Other Preschools or Daycares (1); Schools – students (K-12) (2); Schools – adults/parents (3); Universities, Community Colleges (3); Community Garden (1)	Male (42%); Female (58%); Children	7,000	Internet/Web Sites (www.sbcounty.gov/eatw ell/); Print Media; Radio; Nutrition Education Classes (154 occurrences at 1 hour each); Community Education Events (5 occurrences at 2 hours each); Training/Workshop/Confe rence (16 occurrences at 1 hours each),	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process; Impact				

State Summary of Network Local Projects.										
Project Name	roject Name Delivery Locations		Audie	nce	Methods	Content	Evaluation			
22. Del Norte Unified School District	Del Norte County	Afterschool Programs (6); Community- Based Organizations (4); Community Youth Organizations (1); Elderly Service Sites (2); Emergency Food Assistance Sites (includes Food Banks) (2); Extension Offices (1); Farmers' Markets (1); Food Stamp Offices (1); Healthy Start (3); Parks, Recreation Centers (1); Preschools: Head Start Programs (5); Preschools: School District Preschools (4); Preschools (4); Preschools Other Preschools or Daycares (2); Public/Community Health Centers (includes Public Health Departments) (1); Schools— students (K-12) (15)	Male (52%); Female (48%); Children and Adults	6,000	Advisory Council/Task Force (School Nutrition Committee and Physical Activity Council (SNAC PAC)); Internet/Web Sites (www.delnorte.k12.ca.us (District Information/Nutrition Network)); Print Media; Radio; Nutrition Education Classes (1,500 occurrences at 0.7 hour each); Community Education Events (6 occurrences at 6 hours each); Training/Workshop/Confe rence (8 occurrences at 2 hours each); Youth Empowerment Activities (2 occurrences at 4 hours each)	Fruits & Vegetables; Physical Activity; MyPyramid – Healthy Eating Plan; Food Stamp Promotion Activities	Process; Impact			

State Summary of <i>Network</i> <u>Local Projects.</u>									
Project Name	<b>Delivery Locations</b>		Audience		Methods	Content	Evaluation		
23. Downey Unified School District	Los Angeles County	Afterschool Programs (1); Schools – students (K-12) (14); Schools – adults/parents (14);	52% Female; 48% Male; Children and Adults	15,000	Internet/Web Sites (www.dusd.net); Nutrition Education Classes (5,000 occurrences at 1 hour each); Community Education Events (20 occurrences at 2 hours each); Training/Workshop/Confe rence (20 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains	Formative; Process; Impact		
24. East Los Angeles College	Los Angeles County	Afterschool Programs (7); Community-Based Organizations (Beverly Hospital) (1); Healthy Start (1); Preschools: Other Preschools or Daycares (1); Schools – students (K-12) (10); Schools – adults/parents (10); Universities, Community Colleges (1)	75% Female; 25% Male; Children and Adults	16,082	Advisory Council/Task Force; Nutrition Education Classes (1106 occurrences at 1.5 hours each); Community Education Events (3 occurrences at 6 hours each); Training/Workshop/Confe rence (8 occurrence at 5 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Community; Promote Healthy Weight; Whole Grains; Label Reading/Family Mealtime	Process; Impact		

	te Summary of <i>Ne</i>	Delivery Locations		Audie	200	Methods	Content	Evaluation
	El Monte City School District	Los Angeles County	Community Centers (1); Community Youth Organizations (1); Food Stores (2); Schools – students (K-12) (18); Schools – adults/parents (18);	Male (50%); Female (50%); Children and Adults	13,500	Advisory Council/Task Force (NAC's/ Teacher Task Force Coordtrs.); Internet/Web Sites (www.emcsd.org); Print Media; Nutrition Education Classes (300 occurrences at 0.45 hour each); Community	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans;	Process; Impact
						Education Events (60 occurrences at 2 hours each); Training/Workshop/Conference (100 occurrences at 3 hours each)	Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	
26.	Elk Grove Unified School District	Sacrament o County	Afterschool Programs (10); Schools – students (K-12) (16); Schools – adults/parents (16);	Male (51%); Female (48%); Children and Adults	33,284	Nutrition Education Classes (9,000 occurrences at 0.5 hour each); Community Education Events (32 occurrences at 2 hours each); Training/Workshop/Confe rence (36 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Whole Grains	Formative; Process

State Summary of Ne	State Summary of Network Local Projects.										
Project Name	Delive	ery Locations	Audience		Methods	Content	Evaluation				
27. Fresno County Office of Education	Fresno County	Afterschool Programs (12); Community Based Organizations (4); Community Clinics (non government) (2); Schools – students (K-12) (19); Fresno County Fairgrounds (1)	Male (49%); Female (51%); Children and Adults	19,874	Advisory Council/Task Force (Student Nutrition Advisory Councils); Print Media; Radio; TV; Nutrition Education Classes (20 occurrences at 1 hour each); Community Education Events (12 occurrences at 4 hours each); Training/Workshop/Confe rence (40 occurrences at 4 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains	Process; Impact				
28. Fresno Unified School District	Fresno County	Preschools: School District Preschools (1); Schools – students (K-12) (12); Schools – adults/parents (10); Parent and Child Education Centers (ages 1-4) on eligible high school campuses (4); Billboard (1);	51% Female; 49% Male; Children and Adults	13,500	Internet/Web Sites (www.fresno.k12.ca.us); Print Media; Nutrition Education Classes (2,860 occurrences at 1 hour each); Community Education Events (4 occurrences at 2 hours each); Training/Workshop/Confe rence (7 occurrences at 1 hour each); Billboard (1 occurrence)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Food Safety	Process; Impact				

Sta	te Summary of <i>Ne</i>	twork <u>Local</u>	Projects.					
	Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
29.	Greenfield Union School District	Kern County	Adult Education & Job Training Sites (1); Afterschool Programs (11); Community-Based Organizations (1); Community Centers (1); Emergency Food Assistance Sites (includes Food Banks) (1); Food Stores (3); Parks, Recreation Centers (1); Preschools: School District Preschools (1); Preschools: Other Preschools or Daycares (3); Schools – students (K-12) (11); Schools – adults/parents (1); Worksites (1)	48% Female; 52% Male; Children and Adults	8,000	Advisory Council/Task Force (Greenfield H.E.L.P.S. Collaborative, District NAC); Nutrition Education Classes (400 occurrences at 1 hour each); Community Education Events (14 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Whole Grains	Formative; Process
30.	Hawthorne School District	Los Angeles County	Afterschool Programs (8); Food Stamp Offices (1); Preschools: School District Preschools (1); Schools – students (K-12) (11); Schools – adults/parents (11)	50% Female; 50% Male; Children and Adults	10,000	Advisory Council/Task Force (LA Collaborative for Healthy Active Children; Nutrition Advisory Council); Internet/Web Sites (www.hsdnutrition.org); Print Media; TV; Nutrition Education Classes (2,825 occurrences at 1 hour each); Community Education Events (10 occurrences at 2 hours each); Training/Workshop/Confe rence (30 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains; Family meals	Formative; Process; Impact

Sta	te Summary of <i>Ne</i>	twork Local I	Projects.					
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation
31.	Humboldt County Office of Education	Humboldt County	Afterschool Programs (15); Schools – students (K-12) (27)	Male (52%); Female (48%); Children and Adults	5,175	Nutrition Education Classes (2,325 occurrences at 0.5 hour each); Community Education Events (5 occurrences at 2 hours each); Training/Workshop/Confe rence (2 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Whole Grains	Formative; Impact
32.	Huntington Beach Union High School District	Orange County	Afterschool Programs (6); Schools – students (K-12) (16)	50% Female; 50% Male; Children and Adults	11,557	Internet/Web Sites (http://www.hbuhsd.k12.c a.us/Food- Nutrition/default.htm); Print Media; Nutrition Education Classes (300 occurrences at 0.5 hour each); Community Education Events (12 occurrences at 0.7 hour each); Training/Workshop/Confe rence (15 occurrences at 0.5 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote HealthyWeight; Sodium and Potassium; Whole Grains	Formative; Process
33.	Imperial County Public Health Department	Imperial County	Afterschool Programs (2); Libraries (2); Preschools: Head Start Programs (4); Public/Community Health Centers (includes Public Health Departments) (1); Public Housing (2); Schools – students (K-12) (4); Schools – adults/parents (4); WIC Programs (1)	50% Female; 50% Male; Children and Adults	5,580	Nutrition Education Classes (75 occurrences at 2 hours each); Community Education Events (30 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight	Process

State Summary of No	State Summary of Network Local Projects.										
Project Name	Delivery Locations	Audience	Methods	Content	Evaluation						
34. Kern County Department of Public Health	Kern County  Afterschool Programs (14); Community- Based Organizations (3); Food Stamp Offices (7); Preschools: Head Start Programs (1); Public/Community Health Centers (includes Public Health Departments) (1); Schools – students (K-12) (14); Worksites (2); Health fairs that are held in FSNE eligible neighborhood (1); Public Health sub- offices in outlying areas of county (11)	52% Female; 48% Male; Children and Adults	Advisory Council/Task Force (Get Moving Kern); Print Media; TV; Nutrition Education Classes (100 occurrences at 0.5 hour each)	Fruits & Vegetables; Physical Activity; MyPyramid – Healthy Eating Plan; Promote Healthy Weight	Process; Impact						
35. Kern County Superintendent of School	Other Preschools or Daycares (7); Schools – (K-12) (6)	Male (51%) Female (49%)	Nutrition Education Classes (20 occurrences at .50 hour each); Community Education Events (2 occurrences at 1 hours each); Training/Workshp/Confer ence (8 occurrences at 2 hours each); Class Lessons (40 occurrences at .15 hours each); Resource Exchange (N/A)	Fruits & Vegetables; Physical Activity; Promote Healthy Weight							

Project Name	Delivery Locations		Audier	nce	Methods	Content	Evaluation
66. Kernville Union School District (Family Resource Center)	Kern County	Afterschool Programs (3); Churches (3); Community-Based Organizations (3); Community Centers (1); Community Clinics (non government) (1); Community Youth Organizations (3); Elderly Service Sites (1); Emergency Food Assistance Sites (includes Food Banks) (3); Health Care Facilities (non- government); Homes (75); Libraries (2); Other Youth Education Sites (1); Parks, Recreation Centers (1); Preschools: Head Start Programs (1); School District Preschools (1); Schools – students (K-12) (3); Soup Kitchens/Congregate Meal Sites (1); WIC Programs (1); Worksites (2); Other: County Department of Human Services (1)	Male (51%) Female (49%); Children and Adults	2,200	Nutrition Education Classes (550 occurrences at .75 hour each); Community Education Events (4 occurrences at 2.5 hours each); Training/Workshop/Confe rences (2 occurrences at 4.0 hours each); Internet/Web Sites (www.kernvilleusd.org - Children and Family Services link); Print Media; Radio; TV; Home Visits (5,950 at 0.3 hour each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Whole Grains	Formative; Process; Impact

State Summary of Ne	State Summary of Network Local Projects.									
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation			
37. Lamont School District	Kern County	Afterschool Programs (4); Community- Based Organizations (1); Community Centers (1); Healthy Start (1); Homes (100); Parks, Recreation Centers (1); Preschools: Head Start Programs (1); Public/Community Health Centers (includes Public Health Departments) (1); Schools – students (K-12) (4); Schools – adults/parents (4)	50% Female; 50% Male; Children and Adults	1,600	Nutrition Education Classes (200 occurrences at 1 hour each); Community Education Events (5 occurrences at 3 hours each); Training/Workshop/Confe rence (4 occurrences at 4 hours each); Home visits (80 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Weight	Process; Impact			
38. Long Beach Unified School District	Los Angeles County	Afterschool Programs (25); Preschools: School District Preschools (17); Schools – students (K-12) (61); Schools – adults/parents (61);	50% Female; 50% Male; Children and Adults	89,000	Advisory Council/Task Force (LBUSD Health Advisory Council); Internet/Web Sites (www.lbusd.k12.ca.us); Nutrition Education Classes (30,250 occurrences at 1 hour each); Community Education Events (10 occurrences at 1 hour each); Training/Workshop/Confe rence (100 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process; Impact			

State	State Summary of Network Local Projects.									
Pr	oject Name	Delivery Locations		Audience		Methods	Content	Evaluation		
C	os Angeles County Office of Education	Los Angeles County	Adult Education & Job Training Sites (7); Afterschool Programs (3); Community Clinics (non government) (1); Preschools: School District Preschools (4); Schools – students (K-12) (45)	Male (54%); Female (46%); Children and Adults	24,581	Internet/Web Sites (www.lacoe.edu/nutritionn etwork); Nutrition Education Classes (21,222 occurrences at 1 hour each); Community Education Events (10occurrences at 4 hours each); Training/Workshop/Confe rence (89occurrences at 1.5 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process; Impact		
Т Т	os Angeles Trade Technical College	Los Angeles County	Preschools: School District Preschools (6) located on F & R qualified Lawndale schools; Preschools: Other Preschools or Daycares (2) Qualified by F & R meal data at Accelerated Charter School and F &R data collected at LATTC pre school site; Schools – students (K-12) (10); Schools – adults/parents (10); Universities, Community Colleges (1)	Male (47%); Female (53%); Children and Adults	10,800	Nutrition Education Classes (300 occurrences at 1.5 hour each); Training/Workshop/Confe rence (9 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity, Fats and Oils, Fiber Rich Foods Food Shopping/Preparation Lean Meat and Beans, Limit Added Sugars or Caloric Sweeteners, Promote Healthy Weight, Whole Grains; MyPyramid – Healthy Eating Plan	Process; Impact		

State Summary of Network Local Projects.									
Project Name Delivery Locations		Audience		Methods	Content	Evaluation			
41. Los Angeles Unified School District	Los Angeles County	Preschools: School District Preschools (97); Schools – students (K-12) (646); Schools – adults/parents (743)	Male (51%); Female (49%); Children and Adults	466,551	Internet/Web Sites (www.lausdnutnet.org); Print Media; Radio; TV; Nutrition Education Classes (468,750 occurrences at 0.25 hour each); Community Education Events (10 occurrences at 3 hours each); Training/Workshop/Confe rence (40 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Whole Grains	Impact		
42. Madera County Children and Families Commission - First 5	Madera County	Community-Based Organizations (1); Farmers' Markets (1); Food Stamp Offices (1); Preschools: Head Start Programs (3); Preschools: School District Preschools (7); Preschools: Other Preschools or Daycares (1); Public/Community Health Centers (includes Public Health Departments) (1); Schools – adults/parents (7); WIC Programs (1)	91% Female; 9% Male; Children and Adults	3,500	Nutrition Education Classes (23 occurrences at 1 hour each); Community Education Events (65 occurrences at 2.5 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan	Process		
43. Madera Unified School District	Madera County	Preschools: School District Preschools (9); Schools – students (K-12) (23); Schools – adults/parents (0)	49% Female; 51% Male; Children	4,000	Nutrition Education Classes (868 occurrences at 0.9 hour each)	Fruits & Vegetables; Physical Activity; healthy eating	Process		

State Summary of Network Local Projects.										
Project Name	Project Name Delivery Locations		Audience		Methods	Content	Evaluation			
44. Manila Community Services District	Humboldt County	Parks, Recreation Centers (1); Afterschool Program, Community-Based Organizations, Community Center, Community Garden, Familiy Resource Center and Teen Program are all locted onsite	Male (40%); Female (60%); Children and Adults	1,850	Print Media; Radio; TV; Nutrition Education Classes (208 occurrences at 2 hours each); Community Education Events (12 occurrences at 5 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process			

State Summary of Network Local Projects.										
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation			
45. Marin County Department of Health and Human Services	Marin County	Adult Education & Job Training Sites (1); Afterschool Programs (3); Churches (1); Community-Based Organizations (25); Community Centers (2); Community Cinics (non government) (2); Community Youth Organizations (3); Elderly Service Sites (2); Emergency Food Assistance Sites (includes Food Banks) (2); Extension Offices (1); Farmers' Markets (3); Food Stamp Offices (1); Health Care Facilities (non-government) (2); Preschools: Head Start Programs (1); Preschools or Daycares (6); Public/Community Health Centers (includes Public Health Departments) (2); Schools – students (K-12) (7); Soup Kitchens/Congregate Meal Sites (1); Universities, Community Colleges (1); WIC Programs (1)	Male (40%); Female (60%); Children and Adults	15,754	Advisory Council/Task Force (Healthy Marin Partnership, Marin Nutrition Wellness Physical Activity Collaborative, Children & Weight Coalition, BANPAC Leadership Council, etc.); Internet/Web Sites (www.co.marin.ca.us/nutri tionwellness); Print Media; Radio;TV; Nutrition Education Classes (168 occurrences at 1 hour each); Community Education Events (20 occurrences at 4 hours each); Training/Workshop/Confe rence (155 occurrences at 1.5 hours each)	Fruits & Vegetables; Physical Activity; Breastfeeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains	Formative; Process; Impact			

Sta	State Summary of <i>Network</i> Local Projects.									
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation		
46.	Merced County Office of Education	Merced County	Afterschool Programs (0); Community- Based Organizations (3); Food Stores (6); Community Clinics (1); Emergency Food Assistance Sites (1); Extension Offices (1); Farmers' Markets (2);Food Stamp Offices (1); Libraries (5); Preschools: Preschools: School District Preschools (3); Other Preschools or Daycares (1); Schools – students (K-12) (46); Schools – adults/parents (46); WIC Programs (1)	50% Female; 50% Male; Children and Adults	19,700	Advisory Council/Task Force (Merced Nutrtion & Fitness Task Fource; Internet/Web Sites (www.mercednutrition.org ); Print Media; Radio; Nutrition Education Classes (14,800 occurrences at 1 hour each); Community Education Events (2 at 2 hours each); Training/Workshop/Confe rence (30 occurrences at 1 hour each); Point of Purchase (6 stores) (365 at 12 hours each); Parent Meetings (4 at 1 hour each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; food safety	Process; Impact		
47.	Monrovia Unified School District	Los Angeles County	Adult Education & Job Training Sites (1); Afterschool Programs (6); Community-Based Organizations (3); Community Centers (1); Community Youth Organizations (1); Farmers' Markets (1); Food Stores (2); Healthy Start (1); Libraries (1); Preschools: School District Preschools (1); Schools – students (K-12) (8); Schools – adults/parents (8)	Male (52%); Female (48%); Children	13,000	Advisory Council/Task Force (Nutrition Advisory Council); Internet/Web Sites (www.monroviaschools.n et/nutritionnetwork); Print Media; TV; Nutrition Education Classes (2,400 occurrences at 0.7 hour each); Community Education Events (17 occurrences at 2 hours each); Training/Workshop/Confe rence (25 occurrences at 2 hours each); Point of Purchase (10 occurrences at 1 hour each); staff meetings (30 occurrences at 1 hour each); produce delivery (1,800 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains; Phytonutrients	Formative; Process; Impact		

Sta	State Summary of Network Local Projects.									
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation		
48.	Montebello Unified School District	Los Angeles County	Afterschool Programs (22); Libraries (1); Preschools: Head Start Programs (11); Public/Community Health Centers (includes Public Health Departments) (1); Schools – students (K-12) (28)	49% Female; 51% Male; Children and Adults	32,507	Advisory Council/Task Force (NAC); Nutrition Education Classes (2,417 occurrences at 1 hour each); Community Education Events (10 occurrences at 2 hours each); Training/Workshop/Confe rence (13 occurrences at 2 hours each); Internet/web sites: www.montebello.k12.ca.u s/nutrition	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains; Family mealtimes, choices and consequences.	Process		
49.	Monterey County Department of Public Health	Monterey County	Afterschool Programs (2); Community- Based Organizations (5); Public/Community Health Centers (includes Public Health Departments) (1); Schools – students (K-12) (15); Schools – adults/parents (1)	50% Female; 50% Male; Children and Adults	19,000	Print Media; Nutrition Education Classes (150 occurrences at 0.5 hour each); Community Education Events (10 occurrences at 2 hours each); Training/Workshop/Confe rence (25 occurrences at 0.75 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains	Formative; Impact		
50.	Mount Diablo Unified School District	Contra Costa County	Afterschool Programs (15); Schools – adults/parents (15)	48% Female; 52% Male; Children	2,350	Nutrition Education Classes (12,720 occurrences at 1 hour each); Community Education Events (38 occurrences at 1 hour each); Training/Workshop/Confe rence (33 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Promote Healthy Communities	Formative; Impact		

State Summary of Ne	State Summary of Network Local Projects.									
Project Name	Delivery Locations	Audience	Methods	Content	Evaluation					
51. Napa County of Education	Schools – students (K-12) (8); All school sites have afterschool programs (8) and gardens (8)	Male (53%); Female (47%) 6,500	Advisory Council/Task Force (Community Activity and Nutrition Coalition (CAN-C), the CAN-C Community Outreach Sub-committee, and the Northcoast Nutrition and Fitness Collaborative (NNFC)); Print Media; Radio; TV; Nutrition Education Classes (992 occurrences at 0.5 hour each); Community Education Events (3 occurrence at 4 hours each); Training/Workshop/Confe rence (16 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains						
52. Native American Health Center	San Francisco County  Community-Based Organizations (1); Farmers' Markets (1); Preschools: Head Start Programs (1); WIC Programs (1); Indian Tribal Organizations (3)	60% Female; 40% Male; Children and Adults	Nutrition Education Classes (75 occurrences at 0.5 hour each); Community Education Events (4 occurrences at 2 hours each); Training/Workshop/Confe rence (2 occurrences at 0.7 hour each)	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodiumand Potassium; Whole Grains	Formative; Process					

State Summary of N	etwork <u>Local</u>	Projects.					
<b>Project Name</b>	Deli	very Locations	Audience		Methods	Content	Evaluation
53. Newport-Mesa Unified School District	Orange County	Afterschool Programs (10); Preschools: School District Preschools (7); Schools – students (K-12) (15); Schools – adults/parents (15)	49% Female; 51% Male; Children	9,928	Internet/Web Sites (http://www.nmusd.us/dep ts/ns/cnn.php); Print Media; Nutrition Education Classes (200 occurrences at 1 hour each); Community Education Events (2 occurrences at 2 hours each); Training/Workshop/Confe rence (5 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Whole Grains	Formative; Process; Impact
54. Orange County Health Care Agency	Orange County	Afterschool Programs (10); Churches (3); Community-Based Organizations (50); Community Centers (10); Community Clinics (non government) (5); Community Youth Organizations (16); Elderly Service Sites (27); Emergency Food Assistance Sites (includes Food Banks) (17); Farmers' Markets (9); Food Stamp Offices (11); Food Stores (3); Health Care Facilities (non-government) (250); Homes (4000); Parks, Recreation Centers (3); Preschools: Head Start Programs (42); Preschools: School District Preschools (50);	Male (30%); Female (70%); Children and Adults	27,735	Advisory Council/Task Force (NuPAC, ALISA, HEAC, Steps); Print Media; Nutrition Education Classes (4,603 occurrences at 1 hour each); Community Education Events (61 occurrences at 4 hours each); Training/Workshop/Confe rence (5 occurrences at 4 hours each); Point of Purchase (2 occurrences at 4 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process; Impact

Sta	te Summary of <i>Ne</i>	twork Local F	Projects.					
	Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
55.	Orange County Superintendent of Schools	Orange County	Afterschool Programs (9); Schools – students (K-12) (56)	Male (61%); Female (39%); Children and Adults	5,500	Nutrition Education Classes (2,768 occurrences at 0.5 hour each); Community Education Events (4 occurrences at 2 hours each); Training/Workshop/Confe rence (8 occurrences at 2 hours each)	Fruits & Vegetables; Fiber-Rich Foods;Physical Activity; MyPyramid – Healthy Eating Plan; Food Stamp Promotion	Process; Impact
56.	Orange County Superintendent of Schools	Statewide	Preschools: School District Preschool (50); Schools – students (K-12) (49); Schools – adults/parents (77)	Male (52%); Female (48%);	156,798	Print Media;Internet/Web sites (healthycalifornia.ocde.us); Nutrition Education Classes (103,505 occurrences at 0.5 hour each); Community Education Events (164 occurrences at 4 hours each); Training/Workshop/Confe rence (37 occurrences at 1 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium Potassium; Whole Grains	Process;

State Summary of Network Local Projects.									
Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation		
57. Orange Unified School District	Orange County	Preschools: School District Preschools (4- 6); Schools – students (K-12) (15); Schools – adults/parents (15)	Male (52%); Female (48%); Children and Adults	20,000	Advisory Council/Task Force (NuPAC, NACs, NSC, SNE Taskforce); Nutrition Education Classes (3,700 occurrences at 0.5 hour each); Community Education Events (4 occurrences at 3 hours each); Training/Workshop/Confe rence (10 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process; Impact		
58. Pasadena Unified School District	Los Angeles County	Afterschool Programs (3); Healthy Start (5); community based organizations (2); Head Start (1); School District Preschools (5); Schools – students (K-12) (29); Schools – adults/parents (18); Public /Community Health Centers (1); Shelters/Temporary Housing (2).	49% Female; 51% Male; Children	20,500	Nutrition Education Classes (1,628 occurrences at 1.5 hours each); Community Education Events (8 occurrences at 4 hours each); Training/Workshop/Confe rence (14 occurrences at 3 hours each);Farmer in the Classroom (160 occurrences at .75 hours each);Nutrition Magician (208 occurrences at .5 hours each); Advisory Council: Healthy Food Coalition, Community wide Health Com. (PUSD).	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Sodium and Potassium; Whole Grains	Formative; Process; Impact		

State Summary of Ne	State Summary of Network Local Projects.										
Project Name	Project Name Delivery Locations		Audie	nce	Methods	Content	Evaluation				
59. Placer County Department of Health and Human Services	Placer County	Community-Based Organizations (2); Community Clinics (non government) (1); Emergency Food Assistance Sites (includes Food Banks) (5); Farmers' Markets (10); Food Stamp Offices (3); Public/Community Health Centers (includes Public Health Departments) (4); WIC Programs (4); Worksites (1)	70% Female; 30% Male; Children and Adults	3,780	Advisory Council/Task Force (Placer Food Closet Collaboration); Print Media; Nutrition Education Classes (93 occurrences at 0.5 hour each); Community Education Events (21 occurrences at 3 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight	Formative; Process				

State Summary of Net	twork Local Projects.				
Project Name	Delivery Locations	Audience	Methods	Content	Evaluation
60. Riverside, County of, Department of Public Health	Adult Education & Job Training Sites (6); Churches (3); Community-Based Organizations (4); Community Centers (3); Community Clinics (non government) (10); Elderly Service Sites (2); Emergency Food Assistance Sites (includes Food Banks) (2); Extension Offices (1); Farmers' Markets (2); Food Stamp Offices (5); Food Stores (15); Health Care Facilities (non- government) (4); Other Youth Education Sites (1); Parks, Recreation Centers (1); Preschools:Head Start Programs (15); Public/Community Health Centers (includes Public Health Departments) (10); Public Housing (2); Schools – students (K-12) (115); Schools – adults/parents (2); Shelters/Temporary Housing (2); Soup Kitchens/Congregate Meal Sites (2); WIC Programs (5)	Male (10%); Female (90%)  30,000	Advisory Council/Task Force (Riverside office of Education Health Advisory com.); Internet/Web Sites (www.rivco-nutrition.org); Print Media; Radio; TV; Nutrition Education Classes (360 occurrences at 1 hour each); Community Education Events (52 occurrences at 1 hour each); Training/Workshop/Confe rence (10 occurrences at 1 hour each); Point of Purchase (20 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains; Food Labels	

Sta	te Summary of <i>Ne</i>	twork <u>Local F</u>	Projects.					
	Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
61.	Rosemead School District	Los Angeles County	Afterschool Programs (5); Preschools: Other Preschools or Daycares (4); Schools – students (K-12) (5); After school programs are at K-12 schools	Male (52%); Female (48%); Children and Adults	4,380	School Wellness Committee participation; Internet/Web Sites (http://www.rosemead.k1 2.ca.us); Print Media; Nutrition Education Classes (1,185 occurrences at 1 hour each); Community Education Events (6 occurrences at 2 hours each); Training/Workshop/Confe rence (5 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process
62.	Sacramento County Department of Health & Human Services (Clinic Services)	Sacrament o County	Adult Education & Job Training Sites (3); Afterschool Programs (2); Community-Based Organizations (3); Community Youth Organizations (1); Emergency Food Assistance Sites (2); Food Stamp Offices (3); Food Stores (1); Public/Community Health Centers (includes Public Health Departments) (9); Public Housing (1); Schools – students (K-12) (16); Schools – adults/parents (16); On-site classroom (1)	50% Female; 50% Male; Children and Adults	6,250	Nutrition Education Classes (235 occurrences at 1 hour each); Community Education Events (13 occurrences at 2 hours each); Training/Workshops/Conf erence (1 at 1 hour)	Fruits & Vegetables; Physical Activity; Fiber- Rich Foods; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Whole Grains	Formative; Process; Impact

Sta	te Summary of <i>Ne</i>	twork Local F	Projects.					
F	Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
63.	San Diego Community College District	San Diego County	Adult Education & Job Training Sites (34); Community- Based Organizations (6); Libraries (2); County Offices of Education (6)	55% Female; 45% Male; Adults	11,075	Fruits & Vegetables; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid - Healthy Eating Plan; Promote Healthy Weight; Sodium and Potassium; Food Safety	Adult Education & Job Training Sites (34); Community-Based Organizations (6); Libraries (2); County Offices of Education (6)	Impact
64.	San Francisco Unified School District	San Francisco County	Afterschool Programs (60); Schools – students (K-12) (73);	47% Female; 53% Male; Children	75,000	Internet/Web Sites (www.healthiersf.org); Print Media; Nutrition Education Classes (4,000 occurrences at 1.0 hour each); Community Education Events (120 occurrences at 1.5 hours each); Training/Workshop/Confe rence (35 occurrences at 1.5 hours each); Youth Empowerment Training (10 occurrences at 1.0 hour each)	Fruits & Vegetables; Physical Activity; Fiber- Rich Foods; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Whole Grains	Formative; Process; Impact

State Summary of Ne	State Summary of Network Local Projects.										
Project Name	Delive	Delivery Locations		nce	Methods	Content	Evaluation				
65. San Joaquin County Public Health Services	San Joaquin County	Churches (4); Community-Based Organizations (4); Community Centers (2); Community Clinics (non government) (2); Emergency Food Assistance Sites (includes Food Banks) (4); Extension Offices (1); Parks, Recreation Centers (1); Public/Community Health Centers (includes Public Health Departments) (1); Public Housing (3); Schools – students (K-12) (15); Schools – adults/parents (3);	Male (30%); Female (70%); Children and Adults	6,000	Internet/Web Sites: http://www.sjcphs.org; Nutrition EducationClasses (300 occurrences at 1 hour each); Community Education Events (3 occurrences at 3 hour each); Training/Workshop/Confe rence (11 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Sodium and Potassium; Whole Grains	Process				

State Summary of Ne							
Project Name	Delive	Delivery Locations Audience		Methods	Content	Evaluation	
66. San Mateo County Health Services Agency	San Mateo County	Adult Education & Job Training Sites (4); Adult Rehabilitation Centers (1); Afterschool Programs (16); Churches (3); Community-Based Organizations (3); Community Clinics (non government) (4); Community Youth Organizations (11); Emergency Food Assistance Sites (includes Food Banks) (1); Extension Offices (1); Farmers' Markets (2); Food Stamp Offices (6); Health Care Facilities (non-government) (1); Libraries (5); Other Youth Education Sites (4); Parks, Recreation Centers (3); Preschools: Other Preschools (1); Preschools: Other Preschools or Daycares (2); Public/Community Health Centers (includes Public Health Departments) (5); Public Housing (2); Schools – adults/parents (35); Shelters/Temporary Housing (2); WIC Programs (6); Worksites (1)	Male (20%); Female (80%); Children and Adults	9,820	Advisory Council/Task Force (San Mateo Childhood Obesity Task Force); Print Media; Nutrition Education Classes (105 occurrences at 1.5 hours each); Community Education Events (20 occurrences at 3 hours each); Training/Workshop/Confe rence (12 occurrences at3 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Whole Grains	Formative; Process

Pr	oject Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
L	Santa Ana Jnified School District	Orange County	Preschools: School District Preschools (11); Schools – students (K-12) (31); Schools- adults/parents (31)	Male (51%); Female (49%); Children and Adults	30,000	Internet/Web Sites (http://www.sausd.k12.ca. us/programs/nutrition/); Nutrition Education Classes (832 occurrences at 1 hour each); Community Education Events (15 occurrences at 1.5 hours each); Training/Workshop/Confe rence (36 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid-Healthy Eating Plan	Formative; Process; Impact
C	Santa Barbara County Public Health Department	Santa Barbara County	Preschools: Head Start Programs (13); Schools – students (K-12) (36); WIC Programs (2); Foodbank (1)	Male (48%); Female (52%); Children and Adults	19,550	Advisory Council/Task Force (Partners for Fit Youth, Gold Coast Collaborative, School Wellness Councils); Nutrition Education Classes (1,000 occurrences at 0.75 hour each); Community Education Events (7 occurrences at 1.5 hours each); Training/Workshop (10 occurrences at 1hour each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Food Shopping/Preparation; Promote Healthy Communities; Promote Healthy Weight; Limit Added Sugars or Caloric Sweeteners; MyPyramid- Healthy Eating Plan	Process

State Summary of N	State Summary of Network Local Projects.									
Project Name	, ,		Audie	nce	Methods	Content	Evaluation			
69. Santa Clara County Public Health Department	Bay Area, 6 counties (Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara)	Adult Education & Job Training Sites (2); Afterschool Programs (10); Churches (5); Community-Based Organizations (5); Community Centers (5); Community Youth Organizations (5); Emergency Food Assistance Sites (includes Food Banks) (1); Extension Offices (1); Farmers' Markets (5); Food Stamp Offices (2); Food Stores (5); Libraries (5); Parks, Recreation Centers (5); Preschools: Head Start Programs (2); Preschools: School District Preschools (2); Preschools: Other Preschools or Daycares (2); Public/CommunityHe alth Centers (includes Public Health Departments) (1); Public Housing (3); Schools – students (K-12) (38); Schools – adults/parents (38); Soup Kitchens/Congregate Meal Sites (2); WIC Programs (6); Worksites (5)	Male (34%); Female (63%); Children and Adults	70,000	Advisory Council/Task Force (BANPAC, Fit for Learning, Safety Net Committee, Breastfeeding Task Force, Nutrition & Wellness Committee); Internet/Web Sites (sccgov.org); Print Media; Radio; TV; Nutrition Education Classes (20 occurrences at 1 hour each); Community Education Events (15 occurrences at 2 hours each); Training/Workshop/Confe rence (5 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process; Impact			

Sta	te Summary of <i>Ne</i>	twork Local P	rojects.					
F	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation
70.	Santa Clarita Valley School Food Services Agency	Los Angeles County	Preschools: School District Preschools (6); Preschools: Other Preschools or Daycares (1); Schools – students (K-12) (6); Schools – adults/parents (7)	Male (52%); Female (48%); Children	6,800	Internet/Web Sites (www.scvsfsa.org); Nutrition Education Classes (300 occurrences at 1 hour each); Community Education Events (5 occurrences at 3 hours each); Training/Workshop/Confe rence (6 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; MyPyramid – Healthy Eating Plan	Formative; Process
71.	Santa Cruz City School District	Santa Cruz County	Afterschool Programs (2); Schools – students (K-12) (2); Schools – adults/parents (2); School District Preschools (1)	Male (50%); Female (50%); Children	1,886	Advisory Council/Task Force (Student Nutrition Advisory Council); Nutrition Education Classes (1400 occurrences at 0.75 hour each); Community Education Events (12 occurrences at 2 hour each); Training/Workshops/Conf erence (2 at 1 hour each)	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Lean Meat and Beans; Limited Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Sodium and Potassium; Whole Grains	Formative; Process
72.	Shasta County Office of Education	Shasta County	Afterschool Programs (21); Preschools: School District Preschools (14); Schools – students (K-12) (5); Schools – adults/parents (34); Community Event (2); Family Child Care Homes (215);	Male (40%); Female (60%); Children and Adults	6,025	Nutrition Education Classes (1,600 occurrences at 1 hour each); Community Education Events (4 occurrence at 2 hours each); Training/Workshop/Confe rence (20 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Promote Healthy Weight; Promote Healthy Communities; Sodium and Potassium; Whole Grains	Formative; Process; Impact

State Summary of Ne	etwork Local	Projects.					
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
73. Shasta County Public Health Department  FFY 08 Final Report	Shasta County	Adult Education & Job Training Sites (1); Community- Based Organizations (2); Churches (3); Community Centers (1); Community Clinics (1); Community Youth Organizations (2); Emergency Food Assistance Sites (includes Food Banks); Extension Offices (1); (8); Farmers' Markets (2); Food Stamp Offices (1); Food Stores (1); Libraries (1); Parks, Recreation Centers (2); Preschools: Head Start Programs (20); Preschools: School District Preschools (25); Preschools: Other Preschools (25); Preschools: Other Preschools (25); Preschools Other Preschools (25); Preschools Other Preschools (25); Preschools: Other Preschools (25); Preschools: Other Preschools (25); Preschools: Other Preschools (25); Preschools Other Preschools (25); Preschools Other Preschools (25); Preschools Other Preschools (30); Public/Community Health Centers (includes Public Health Departments) (1); Public Housing (2); Restaurants/Diners/F ast Food (5); Schools — adults/parents (6); Shelters/Temporary Housing (1); Soup Kitchens/Congregate Meal Sites(2); Worksites (5); Community Gardens (6); WIC Programs (1); Universities,Commun	Male (40%); Female (60%); Children and Adults	58,304	Advisory Council/Task Force (Shasta CAN, Healthy Shasta; PANT); Internet/Web Sites (http://www.shastapublich ealth.net; http://www.healthyshasta. org/; Print Media; Radio; TV; Nutrition Education Classes (25 occurrences at 2 hour each); Community Education Events (3 occurrences at 5 hours each); Training/Workshop/Confe rence (35 occurrences at 3 hours each); Point of Purchase (10 occurrences at 3 hour each); PA w/NE (15 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process; Impact
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State Summary of Network Local Projects.									
Project Name	Deliv	Delivery Locations		nce	Methods	Content	Evaluation		
74. Solano County Health and Social Services Department	Solano County	Emergency Food Assistance Sites (includes Food Banks) (4); Food Stamp Offices (3); Public/Community Health Centers (includes Public Health Departments) (2); WIC Programs (12)	80% Female; 20% Male; Children and Adults	3,020	Advisory Council/Task Force (Food and Nutrition Network); Nutrition Education Classes (12 occurrences at 1 hour each); Training/Workshop/Confe rence (2 occurrences at 1 hour each); newsletters (8 occurrences at 0 hour each); FS Office recipe taste testing (30 occurrences at 3 hours each)	Fruits & Vegetables; Physical Activity; Fiber- Rich Foods; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight	Formative; Process		
75. Sonoma County Department of Health Services	Sonoma County	Afterschool Programs (5); Schools – students (K-12) (5); Schools – adults/parents (2); WIC Programs (3)	Male (34%); Female (66%); Children and Adults	9,541	Advisory Council/Task Force (CAN-C); Nutrition Education Classes (5,379 occurrences at 1 hour each); Community Education Events (5 occurrences at 2 hours each); Training/Workshop/Confe rence (4 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Formative; Process; Impact		

State Summary of Ne	twork Local Projects.					
Project Name	Delivery Locations	Audienc	Audience		Content	Evaluation
76. Sonoma County Office of Education	Preschools – School District Preschools (1); Schools – students (K-12) (5);	Male (51%); Female (49%)	2,329	Advisory Council/Task Force (CAN-C); Nutrition Education Classes (1,507) occurrences at 1 hour each); Community Education Events (7 occurrences at 1.5 hours each); Training/Workshop/Confe rence (11 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	
77. Sonoma State University	Sonoma County  Afterschool Program (8); Community- Based Organization (4); Community Clinics (non government) (1); Schools – students (K-12) (8)	Female (46%):	2,000	Advisory Council/Task Force (Community Activity and Nutrition Coalition (CAN-C), the CAN-C Community Outreach Sub-committee, and the Northcoast Nutrition and Fitness Collaborative (NNFC)); Print Media; Radio; TV; Nutrition Education Classes (1,085 occurrences at 0.5 hour each); Community Education Events (1 occurrence at 4 hours each); Training/Workshop/Confe rence (16 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process; Impact

State Summary of Network Local Projects.										
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation			
78. Southern Indian Health Council, Inc.	County  Jo (1) Ba (5) Co (n) Ele (2) Ho Yo Sit He (1) Ot Da W An Re Co Di	dult Education & ob Training Sites ob Training Sites ob Training Sites of the senters (3); community centers (3); community Clinics on government) (2); of the senters (45); Other outh Education outher Preschools: Other Preschools: Other Preschools or eavers (1); or eavers (1)	Male (40%); Female (60%); Children and Adults	1,500	Advisory Council/Task Force (Mountain Empire Wellness Collaborative); Print Media; Nutrition Education Classes (333 occurrences at 0.7 hour each); Community Education Events (45 occurrences at 8 hours each); Training/Workshop/Confe rence (8 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; WholeGrains	Formative; Process; Impact			

Project Name	Delivery Locations		Audience		Methods	Content	Evaluation
79. Stanislaus County Health Services Agency	Stanislaus County	Adult Rehabilitation Centers (1); Afterschool Programs (10); Churches (2); Community-Based Organizations (3); Elderly Service Sites (5); Emergency Food Assistance Sites (includes Food Banks) (2); Farmers' Markets (2); Food Stamp Offices (1); Food Stores (7); Healthy Start(5); Preschools: Head Start Programs (8); Preschools: School District Preschools (3); Preschools (3); Preschools Other Preschools or Daycares (12); Public/Community Health Centers (includes Public Health Departments) (1); Schools – students (K-12) (49); Schools – adults/parents (3)	85% Female; 15% Male; Children and Adults	4,400	Advisory Council/Task Force (Nutrition and Fitness Council); Internet Web Site: http://www.hsahealth.org/ PublicHealth/mainpages/c nn/index.html; Print Media; Radio; Nutrition Education Classes (261 occurrences at 1 hour each); Community Education Events (14 occurrences at 3 hours each); Training/Workshop/Confe rence (6 occurrences at 2 hours each); Point of Purchase (7)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fiber- Rich Foods; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Other ( Food Stamp Promotion)	Formative; Process

State Summary of Ne	State Summary of <i>Network</i> <u>Local Projects.</u>									
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation			
80. Tulare County Health and Human Services Agency (WIC Program)	Tulare County	Churches (1); Community-Based Organizations (3); Community Centers (1); Community Clinics (non government) (1); Community Youth Organization (2); Farmers' Markets (3); Schools – students (K-12) (21); Schools – adults/parents (1); WIC Programs (8); Worksites (2); Summer Lunch Program (6); Grace Homes (group home) (1)	60% Female; 40% Male; Children and Adults	125,000	Print Media; Nutrition Education Classes (348 occurrences at 2 hours each); Community Education Events (219 occurrences at 3 hours each); Training/Workshop/Confe rence (3 occurrences at 1 hours each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains; Increase Water Consumption	Process; Impact			
81. Tulare County Office of Education	Tulare County	Afterschool Programs (15); Farmers' Markets (5); Food Stores (5); Parks, Recreastion Centers (2); Preschools: School District Preschools (3); Public/Community Health Centers (7); Schools – students (K-12) (85); Other: Special Education (Service) Sites (41) (qualify through FRPM data); Other: Fairgrounds (1)	Male (53%); Female (47%); Children and Adults	65,000	Internet/Web Sites (www.tcoe.org/nutritionne twork); Print Media; Nutrition Education Classes (5,600 occurrences at 0.2 hour each); CommunityEducation Events (40 occurrences at 2 hours each); Training/Workshop/Confe rence (5 occurrences at 2.5 hours each); Parent Classes (25 occurrences at .5 hours each); After School Program Classes (425 occurrences at .5 hours each)	Fruits & Vegetables; Physical Activity; Fiber- Rich Foods; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Whole Grains; Other: Farmers Market Promotion; Other: Dietary Guidelines; Other: Food Stamp Promotion	Process; Impact			

Sta	State Summary of Network Local Projects.										
F	Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation			
82.	Ukiah Unified School District	Mendocino County	Farmers Markets (1); Preschools: Head Start Programs (4); Preschools: School District Preschools (6); Schools – students (K-12) (30); Afterschool programs at school sites (6)	51% Female; 49% Male; Children	6,000	Internet/Web Sites (uusd.net); Radio; TV; Nutrition Education Classes (2,400 occurrences at 1 hour each); Community Education Events (20 occurrences at 1 hour each); Training/Workshop/Confe rence (3 occurrences at 1.5 hours each)	Fruits & Vegetables; Physical Activity; Fats and Oils; Food Shopping/Preparation; Limit Added Sugars or Caloric Sweetners; MyPyramid – Healthy Eating Plan; Whole Grains	Process; Impact			
83.	United Indian Health Services	Humboldt County	Afterschool Programs (1); Emergency Food Assistance Assistance Site (1); Preschools: Head Start Programs (4); Schools – students (K-12) (4); Indian Tribal Organization (1); Notes: Community Garden (1) and Farmers' Market (1) are located at Inidian Tribal Organization	50% Female; 50% Male; Children and Adults	2,000	Radio; Nutrition Education Classes (114 occurrences at 1 hour each); Community Education Events (20 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; Limit Added Sugars or Caloric Sweetners; MyPyramid – Healthy Eating Plan;Promote Healthy Communities; Promote Healthy Weight	Process			

Sta	te Summary of <i>Ne</i>	twork Local	Projects.					
ı	Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
84.	University of California Cooperative Extension, Alameda County (Child and Youth Nutrition Program)	Alameda County	Preschools: School District Preschools (36); Schools – adults/parents (17)	Male (30%); Female (70%); Children and Adults	5,761	Advisory Council/Task Force (NETA Task Force, BARNN, BANPAC, Nutrition Coalition); Internet/Web Sites (http://cealameda.ucdavis .edu); Nutrition Education Classes (30 occurrences at 3 hours each); Community Education Events (15 occurrences at 3 hours each); Training/Workshop/Confe rence (33 occurrences at 3 hours each); Task Force Meetings (3 occurrences at 3 hours each)	Fruits & Vegetables; Physical Activity; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Whole Grains	Formative; Process; Impact
85.	University of California Cooperative Extension, Alameda County (Family and Consumer Services)	Alameda County	Churches (5); Community Centers (9); Elderly Service Sites (4); Emergency Food Assistance Sites (includes Food Banks) (5); Farmers' Markets (5); Food Stamp Offices (5); Food Stores (4); Homes (400); Preschools: Head Start Programs (5); Preschools: Other Preschools or Daycares (3); Public Housing (3); WIC Programs (5); Worksites (1); Indian/Tribal centers (3)	80% Female; 20% Male; Adults	3,000	Nutrition Education Classes (10 occurrences at 2 hours each); Community Education Events (4 occurrences at 2 hours each); Training/Workshop/Confe rence (4 occurrences); Introduction (100 occurrences at 0.5 hour each)	Fruits & Vegetables; Physical Activity; Breast- feeding; Fiber-Rich Foods; Food Shopping/Preparation; MyPyramid – Healthy Eating Plan; Food Safety	Formative; Process; Impact

Sta	te Summary of <i>Ne</i>	twork <u>Local F</u>	Projects.					
	Project Name	Delive	ery Locations	Audience		Methods	Content	Evaluation
86.	University of California, San Diego (Division of Community Pediatrics)	San Diego County	Schools – students (K-12) (7); Schools – adults/parents (7)	Male (52%); Female (48%); Children and Adults	2,000	Advisory Council/Task Force (School Wellness Committees); Internet/Web Sites (www.ucsdnutritionlink.or g); Print Media; Nutrition Education Classes (390 occurrences at 1 hour each); Community Education Events (7 occurrences at 0.5 hour each); Training/Workshop/Confe rence (2 occurrences at 0.5 hour each)	Fruits & Vegetables; Physical Activity; Fats and Oils; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Food Safety; Food Advertising	Process; Impact
87.	Vaughn Next Century Learning Center	Los Angeles County	Afterschool Programs (1); Community- Based Organizations (1); Community Clinics (non government) (1); Food Stores (1); Preschools: School District Preschools (1); Schools – students (K-12) (1); Community Farmer's Market (1);	Male (45%); Female (55%); Children and Adults	3,000	Print Media; Nutrition Education Classes (2,478 occurrences at 1 hour each); Community Education Events (6 occurrences at 1 hour each); Training/Workshop/Confe rence (15 occurrences at 1 hour each); Point of Purchase (2 occurrences at 2 hours each)	Fruits & Vegetables; Physical Activity; MyPyramid – Healthy Eating Plan	Formative; Process; Impact

State Summary of N	State Summary of Network Local Projects.									
Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation			
88. Ventura County Public Health Department	Ventura County	Adult Education & Job Training Sites (5); Churches (1); Community-Based Organizations (1); Community Centers (5); Community Youth Organizations (1); Elderly Service Sites (2); Farmers' Markets (3); Health Care Facilities (non- government) (4); Libraries (2); Parks, Recreation Centers (4); Preschools: Head Start Programs (12); Public/Community Health Centers (includes Public Health Departments) (1); Public Housing (3); Schools — students (K-12) (2); Schools — adults/parents (3); Worksites (5); Neighborhood for Learning Centers (4)	Male (20%); Female (80%); Children and Adults	2,200	Print Media; Radio; Nutrition Education Classes (120 occurrences at 2 hours each); Community Education Events (110 occurrences at 3 hours each); Training/Workshop/Confe rence (4 occurrences at 1 hour each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains	Process			
89. Ventura Unified School District	Ventura County	Schools – students (K-12) (10); County Office of Education (1)	Male (52%); Female (48%); Children and Adults	4,500	Internet/Web Sites; Nutrition Education Classes (200 occurrences at 1 hour each); Community Education Events (8 occurrences at 3 hours each); Training/Workshop/Confe rence (4 occurrences at 6 hours each)	Fruits & Vegetables; Physical Activity; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Weight; Promote Healthy Communities	Process; Impact			

State Summary of Ne	twork Local	Projects.					
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation
90. Visalia Unified School District	Tulare County	Afterschool Programs (2); Schools – students (K-12) (22); Schools – adults/parents (12);	Male (50%); Female (50%); Children and Adults	3,425	Nutrition Education Classes (210 occurrences at 1 hour each); Community Education Events (14 occurrences at 1.5 hours each); Training/Workshop/Confe rences (3 occurrences at 1.5 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternnate calcium sources); MyPyramid – Healthy Eating Plan; Whole Grains	Process; Impact
91. Yolo County Health Department	Yolo County	Afterschool Programs (2); Community- Based Organizations (3); Food Stamp Offices (1); Preschools: Head Start Programs (5); Preschools: Other Preschools or Daycares (2); Public Housing (7); Schools – students (K- 12)(18); Schools – adults/parents (4); Migrant Camp (1)	90% Female; 10% Male; Children and Adults	7,500	Nutrition Education Classes (1500 occurrences at 1 hour each); Community Education Events (20 occurrences at 4 hours each)	Fruits & Vegetables; Physical Activity; Fat Free & Low Fat Milk or Equivalent (and alternate calcium sources); Fats and Oils; Fiber-Rich Foods; Food Shopping/Preparation; Lean Meat and Beans; Limit Added Sugars or Caloric Sweeteners; MyPyramid – Healthy Eating Plan; Promote Healthy Communities; Promote Healthy Weight; Sodium and Potassium; Whole Grains: Other: Food Stamp Promotion	Formative; Process
Total of Contacts				2,364,212			

## 2.a) Network Media – Advertising & PR Contact Summary

# Network for a Healthy California California Department of Public Health

October 1, 2007 – September 30, 2008

Network Social Marketing Project Name (State-level)	Total Unduplicated Contacts (Estimate Only)	Total Gross Impressions Adults 18+ (Estimate Only)	
Advertising - Coverage	8,585,0001	1,385,656,000	
PR - Coverage	N/A²	71,163,170	
<b>Grand Total of Media Contacts</b>	8,585,000	1,456,819,170	

<sup>1</sup>The estimated unduplicated count of paid advertising impressions totaling 8,585,000 is based on 85.0% of 1,385,656,000 gross impressions reaching the approximately 10.1 million persons living in households below 185% FPL being exposed to a *Network* TV, radio or outdoor message at least one time during the 14 weeks of advertising. This estimated reach takes into account the fact that *Network* messages run in markets representing 99.2% of all California food stamp recipients, but not all individuals will be exposed.

<sup>2</sup>The 71,163,170 gross impressions from *Network* public relations (PR) activities represent an Adult 18+ demographic. There is no known method to adjust PR for <185 percent FPL or to estimate unduplicated impressions (contacts).

### 2.b) Network Media (Advertising)–Summary of Impressions

	October 1, 2007-March 31, 2008	April 1, 2008-Sept. 30, 2008	
	Media Impressions/	Media Impressions/	
	Indirect Contacts	Indirect Contacts	
Activity	(Duplicated Count)	(Duplicated Count) <sup>1</sup>	
Champions for Change Ownership: My Kitchen, Our Community. Multi-cultural English language Adults 18+ impressions			
Fresno, Los Angeles, Sacramento, San Diego, San Francisco Bakersfield, Chico, Eureka, Fresno, Los Angeles, Sacramento, Santa Barbara		362,308,000	
Campeones de Cambio Ownership: Mi Cocina, Nuestra Communidad. Spanish language Adults 18+ impressions Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs, Sacramento, San Diego, San Francisco		162,049,000	
TV Sub-Total	18,529,000	524,357,000	542,886,000
Radio			
Campeones del Cambio Ownership: Me he de comer esa tuna; Paralas Mamás. Spanish-language Adults 18+ impressions			
Bakersfield, Chico, Fresno, Imperial County, Los Angeles, Monterey, San Diego, Stockton/Modesto	0	136,843,000	
Radio Sub-Total	0	136,843,000	136,843,000
Out of Home Advertising			
Champions for Change Ownership: My Kitchen, My Television, Our Community (English) 30-sheet posters, 8-sheet posters, catering trucks, transit TV – Adult 18+ impressions Los Angeles, Sacramento, San Diego, San Francisco	25,760,000		
Bakersfield, Fresno, Los Angeles, Sacramento, San Francisco		590,317,000	
Campeones de Cambio Ownership: Mi Cocina, Nuestra Communidad, Mi Televisión (Spanish)			
30-sheet posters, 8-sheet posters, catering trucks, transit TV - Adults 18+ impressions			
Los Angeles, Palm Springs, San Diego, San Francisco	0	89,850,000	
Out of Home Sub-Total	25,760,000	680,167,000	705,927,000
TOTALS	44,289,000	1,341,367,000	1,385,656,000

Source: Runyon, Saltzman & Einhorn Media Department, 12/04/08.

Reach of Network Advertising Activities - Advertising includes paid placement of Network messaging within mass media vehicles such as TV, radio, and out-of-home including billboards, catering trucks and transit video.

### 2.c) Network Media (PR)-Summary of Impressions

#### Reach of Network Public Relations Activities

Public Relations is defined as activities a program conducts to generate awareness of public health issues related to the services offered by the program. Engagement typically takes the form of press releases that may include the release of new research; media tours; media interviews; and press coverage of community events. PR is sometimes referred to as "earned media" because the air time or print space is not paid by the program.

Activity	October 1, 2007-September 30, 2008	Total Media Impressions October 1, 2007 - September 30, 2008
Print PR Coverage		
General Coverage	1,851,620	
Latino	8,869,496	
African American	4,990,520	
Sub-Total Print	15,771,636	15,771,636
TV PR Coverage		
General Coverage	466,391	
Latino	3,453,441	
African American	233,967	
Sub-Total TV	4,153,799	4,153,799
Radio PR Coverage		
General Coverage	0	
Latino	22,471,186	
African American	199,964	
Sub-Total Radio	22,671,150	22,671,150
Online PR Coverage		
General Coverage	20,560,699	
Latino	7,166,704	
African American	839,082	
Sub-Total Online	28,566,485	28,566,585
TOTAL	71,163,070	71,163,070

Latino Radio Coverage includes 6,512,600 value-added impressions from Clear Channel Spanish Radio stations. Source: PainePR Year-End Report and 12.04.08 report for Clear Channel.

## 3.a) Fruit, Vegetable, and Physical Activity Campaigns Summary

# Network for a Healthy California California Department of Public Health

#### October 1, 2007 – September 30, 2008

(FSNE Eligible  $\leq 185\%$  FPL)

Regional Networks for a Healthy California; Fruit, Vegetable and Physical Activity Campaigns – Project Names	Total Unduplicated Contacts (Estimate Only) <sup>a</sup>	Total Impressions (Estimate Only) <sup>b</sup>
African American Campaign	205,854	6,650,280
Latino Campaign	1,618,650	18,889,192
Children's Power Play! Campaign <sup>c</sup>	397,533	9,911,243
Retail Program	80,133	16,511,985
Worksite Program <sup>d</sup>	52,011	89,345
<b>Grand Total of Contacts</b>	2,354,181	52,052,045

Final Report - FFY 2008

<sup>&</sup>lt;sup>a</sup> The Total Unduplicated Contacts is based on direct contacts with individuals at FSNE-eligible sites where educational interactions occur such as classroom-type lessons, interactive educational booths at festivals and farmers'/flea markets, food demonstrations and other community venues. The number may include persons living in households >185% FPL.

<sup>&</sup>lt;sup>b</sup> The Total Impressions is based on direct and indirect contacts, such as merchandising in qualifying retail stores, cafeteria merchandising, and menu promotions.

<sup>&</sup>lt;sup>c</sup> In previous years, the Children's Power Play! Campaign reported only direct impressions; therefore the FFY08 Total Impressions number is significantly larger than in preceding reports.

<sup>&</sup>lt;sup>d</sup> The Worksite Program's FFY08 numbers are lower than previous years due to a decrease in reach from 11 regions to 7.

## 4b) Fruit, Vegetable, and Physical Activity Campaigns Contacts Summary

### **Network Nutrition Education Report Summary**

Fruit, Veget	able, and Phy	ysical Activit	y Campaigns	- Contacts				
Title	Loca	ation		Audience		Methods	Content	Evaluation
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Unduplicated Contacts (estimated)	Total Impressions (estimated)	Primary Activities  (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status
1. African American	Bay Area, Central Valley, Desert Sierra, Gold Country, Los Angeles, and San Diego Regions	12 months	FSNE-eligible African American adults, aged 18- 54 years, and their families	205,854		Faith-based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and low- income housing units.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
2. Latino	Bay Area, Central Coast, Central Valley, Desert Sierra, Gold Coast, Gold Country, Los Angeles, Orange County, and San Diego Regions	12 months	FSNE-eligible Latino adults, aged 18-54 years, and their families	1,618,650	, ,	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

Title	Loca	ation		Audience		Methods	Content	Evaluation
3. Children's Power Play!	All of California	12 months	9- to 11-year-old children from FSNE-eligible families/ communities	397,533	9,911,243	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	All of California	12 months	FSNE-eligible Adult women with school- aged children	80,133	16,511,985	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retailsponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

Title	Loca	ation		Audience		Methods	Content	Evaluation
5. Worksite	All of California	12 months	FSNE-eligible Adults Ages 18 - 54	52,011	89,345		Eat the recommended amount of fruits and vegetables	Process
5. Total for All Campaigns	All of California			2,354,181	52,052,045			

<sup>\*</sup>For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Estimated data for African American and Latino are based on minimum contractual requirements.

Estimated data for Retail are based on both contractual requirements and past data.

Estimated data for Children's Power Play! are based on actual FFY 2006 data.

Estimated data for Worksite are based on minimum contractual requirements, estimated reach per person (5) and state level PR Outreach for CA Fit Business Awards in conjunction with CA Taskforce on Youth and Workplace Wellness.

Project								
Name		Delivery Locations	Αι	ıdience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
Youth	Alameda	14 Youth locations (67 Teachers) / 57 Garden based	51% F 49%M	2,095	6 hours avg. instruction/student			
		Schools (14) and related Gardens (57)	Children in Eligible Schools	2,095	Nut Education Activities in school Gardens, Nutrition to Grow on,Twigs	My Pyramid, Physical Activity, Gardening Nut Education, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans,	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Adult		23 Adult Focused locations	80% F 20%M	45,144				
		Community Agency - Recovery Programs (11) Battered Women's Shelter (1), Homeless shelters (5) Food Stamp Recruitment sites (2) Community Agency - WIC centers; other sites (4) Direct Mailing Contacts	Food Stamp Eligible Persons	12	7 lessons, 1 hr each Miniwkshp (3 lesson/3hrs)  ** contacts; direct mailing by Alameda County Social Services UnDuplicated; MyPyramid Tips for Families	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Alameda		Total Youth and Adult		47,239				
Amador Cala	veras (Youth)	29 Youth locations (102 Teachers)	47% F 53% M	1,920	6 hours avg. instruction/student	Various listed Components		
		Calaveras Unified Schools (5) Calaveras Pre Schools (10) Calaveras Afterschool (3) Amador Unified (2) Amador Pre Schools (4) Amador/Calaveras Indep Living (2) Youth Center (1) Sacramento County- River Delta Unified	Children in Eligible Schools	100 120 570 75	RAMP K-3 HHM 4-6 ERIB 6-8 ERIB 9-11 My Pyramid 9-11 EatFit 9-11 Money Talks	My Pyramid, Physical Activity, Gardening Nut Education, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Fruit and Vegetables, Whole Grains, Promoting healthy Weight and Food Shopping /preparation (Money Talks)	ERS data reported	Process Evaluation; Teacher Eval & ERS
		Garden Based Nutrition Education (2)		455	Nut Education Activities in school Gardens, Go Glow Grow (80), Twigs(30), Nutrition to Grow On (60) Farm To Fork (285)	My Pyramid, Physical Activity, Gardening Nut Education, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans,	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Amador Cala	veras (Adult)	8 Adult locations	76% F 24% M	515				
		Community Agencies serving Food Stamp Clients WIC/Food Stamp Offices, Cal Works, Pre Schools (1) Food Banks / Food Pantry (1) Drug and Alcohol recovery centers /Shelter (2) Women's Crisis Center	Food Stamp Eligible Persons	-	6 lesson series - 1 hr each 3 lesson series - 1 hr each (Home Study)	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Amador Cala	everas	Total Youth and Adult		2,435				
Butte (Youth	1)	22 Youth locations (218 Teachers)	49% F 51% M	5,497	6 hours avg. instruction/student	Various listed Components		
		22 schools  Garden Based Nutrition Education (2)	Children in eligible schools	2,779	RAMP K-3 (2332 ) RAMP (386) Other (Dairy Council, Power Play) Ag in the Classroom, Jump Start)	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Fruit and Vegetables, Whole Grains	ERS data reported	Process Evaluation; Teacher Eval & ERS
Butte (Adult)	)	Adult Locations (15 total)	90% F 10% M	136				
		Community Agencies - Food Stamp Clients (9) Hmong Cultural Center, Lao Veterans Center Skyway Track House, Murphy's Commons East of Eden Preschool	Food Stamp Eligible Persons	103 33	6 lesson series - 1 hr each 3 lesson series - 1 hr each (Home Study)	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation,	Food Behavior Checklist, pre/post changes	Outcome; Evaluation

Section	A: State Su	ummary of Projects						
Project Name		Delivery Locations	Au	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
			55% F 45% M					
Contra Costa	(Youth)	19 Youth locations (45 Teachers) + 5 Gardens	33/01 43/01VI		6 hours avg. instruction/student	Various listed Components		
		Schools (14)		,	My Pyramid 9-11, Eat Fit 9-11	My Pyramid, Physical Activity,		Process
		Afterschools/Summer (2)		454	Other 13-19 years (money talks)	Food Safety, Fat Free/Low Fat	ERS data reported	Evaluation;
		YMCA (2)	Children in			Foods, Lean Meat and Beans,		Teacher Eval &
		Child Development Centers (1)	eligible			Fruit and Vegetables, Whole		ERS
		Garden Based Nutrition Education (5)	Schools	674	F2F 6-8	My Pyramid, Physical Activity,	pre/post tests,	Process
				219	Go Glow Grow 4-6 HHM 4-6	Gardening Nut Education, Food	Nutrition Garden	Evaluation
						Safety, Fat Free/Low Fat Foods,	Survey	
Contra Costa	(Adult)	Adult Locations (8 total)	78% F 22% M	856				
						My Pyramid, Physical Activity,	FBC, pre/post	Outcome;
			Food Stamp			Food Safety, Fat Free/Low Fat	changes	Evaluation
		Community Agencies for Food Stamp Clients (6)	Eligible	26	6 lesson series - 1 hr each	Foods, Lean Meat and Beans,	changes	Evaluation
			persons			Food Shopping / Preparation,	Pre/post tests on	Outcome;
		Job Centers, Monument Crisis Center (2)		830	Miniwkshp (3 lesson/3hrs)	Limit added sugars or calories	knowledge	Evaluation
Contra Costa	1	Total Youth and Adult		3,470				
Fresno (Yout	h)	65 Youth locations (367 Teachers)	50% F 50% M	10,692	6 hours avg. instruction/student	Various listed Components		
		Schools (65)		3,281	RAMP K-3	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat		Formative;
		Pre Schools (41)	Children in eligible	2,180	HHM 4-6	Foods, Lean Meat and Beans,	ERS data reported	Process Evaluation;
		Schools (21)	Schools	5,231	Other ( Power Play/Garden based curricula) ** unspecified Garden curricula included	Fruit and Vegetables, Whole Grains; Garden based Nutrition		Teacher Eval & ERS
		Garden Based Nutrition Education (6)			within "other"	Education		LING
Fresno (Adul	t)	Adult Locations (24)	72% F 28% M	747				
•	•	Community Agencies serving Food Stamp Clients(6) Job Centers, WestCare California		747	8 lesson series - 1.5 hr each			
		Food Stamp Office: 3 locations; Employment/Temp Services				My Pyramid, Physical Activity,		
		School Sites; Parent participations through children (8)	Food Stamp			Food Safety, Fat Free/Low Fat	Food Behavior	•
		Central Valley Health / Nutrition Collaborative	Eligible			Foods, Lean Meat and Beans,	Checklist, pre/post	Outcome;
		Fresno County Public Library	persons			Food Shopping / Preparation,	changes	Evaluation
		Kaiser/Fresno Community Food Bank	•			Limit added sugars or calories	Ŭ	
		Fresno County Farm Burearu				Ç .		
		Master Gardener's Taste of Harvest						
Fresno		Total Youth and Adult		11,439				

Project		Bullianus Landilana				0		
Name		Delivery Locations	Al	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Statu
Imperial (You	ıth)	11 Youth locations (41 Teachers)	48% F 52% M	819	6 hours avg. instruction/student	Various listed Components		
imperial (100	aciiy	Schools (11)	Children in eligible Schools	724 33	RAMP K-3 EatFit 9-11 Farm to Fork	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Fruit and Vegetables, Whole Grains	ERS data reported	Formative; Process Evaluation; Teacher Eval & ERS
Imperial (Ad	ult)	Adult locations (9)	92% F 6% M	178		Grains		LNJ
		Community Agencies serving Food Stamp Clients (4) County Behavioral Health Services (1) Imperial Valley Housing Authority (2) Imperial Office Of Ed (1) Parents of Preschool Children House of Hope	Food Stamp Eligible persons	178	8 lesson series - 1.5 hr each	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Imperial		Total Youth and Adult		997				
Kern (Youth)		3 Youth locations Catholic Healthcare West (1) ATC (1) Sheriff's Crime Unit - Organized Club (1)	39%F 61% M At Risk FSE eligible Youth		6 hours avg. instruction/student 12 Foods	Various listed Components  My Pyramid, Physical Activity, Food Safety, Food Shopping / Preparation,	ERS Hand tally information measured	Formative; Process Evaluation
Kern		Total Youth only		49				
(ings (Youth)	)	19 Youth locations (131 Teachers)	49% F 51% M	1,842	6 hours avg. instruction/student	Various listed Components		
		Hanford Elementary School Dist (11)  Kit Carson Elem School District (1)  Reef Sunset Unified (3)  Lemoor Uniton Elementary (4)	Children in qualifying schools	202	RAMP K-3 Nutrition to Grow on Power Play	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans, MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	ERS data reported	Process Evaluation; Teacher Eval & ERS
Kings		Total Youth Only		1,842				
_								
os Angeles (Y	Youth)	19 Youth locations (131 Teachers)  Compton Unified School District (19 Schools)	52% F 48% M  Children in qualifying schools	639 87 38 108 638 590	6 hours avg. instruction/student  RAMP K-3  HHM 4-6  Go Glow Grow 4-6  Food and Me  Jump Start  Nutrition to Grow on  EatFit 9-11	Various listed Components  Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans, MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	ERS data reported	Process Evaluation; Teacher Eval & ERS
Los Angeles (	Adult)	20 Adult locations	94% F 6% M	2,841				
		Community Agencies serving Food Stamp Clients Food Stamp Offices (5) Public Housing Sites (4) Homeless Shelters (2) Family Centers (5) Schools - Parent Education (3)	Food Stamp Eligible persons	305 2,500	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) Contacts via newsletters through Food Stamp Office	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation

Section	A: State S	ummary of Projects						
Project Name		Delivery Locations	A	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
Marin (Youth	1)	12 Youth locations (57 Teachers)	49% F 51%M	1,045	6 hours avg. instruction/student	Various listed Components		
·		Schools (7) Children Centers (5)	Children in Eligible Schools	382 300 176 61 398	RAMP K-3 HHM 4-6 F2FORK Kindergarten F2FORK 1ST Nutrition to Grow on Twigs Harvest of the month/Five a day	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	ERS data reported	Process Evaluation; Teacher Eval & ERS
Marin		Total Youth only		1,045				
Monterey/Sa	anta Cruz (Youth)	20 Youth locations (161 Teachers)	50% F 50%M	5,475	6 hours avg. instruction/student	Various listed Components		
		Schools (18) Pre Schools (2)	Children in Eligible schools	300 m n 240 lools 1,400	RAMP K-3 HHM 4-6 F2FORK Kindergarten Nutrition to Grow on EATFIT	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	ERS data reported	Process Evaluation; Teacher Eval & ERS
Monterey/Sa	anta Cruz (Adult)	Adult locations (6)	91% F 9%M	32				
		Community Agencies serving Food Stamp Clients (4)  Preschool Parents; Parent education in eligible schools (2)	Food Stamp Eligible persons	32	8 lesson series - 1.5 hr each	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Monterey/Sa	anta Cruz Total			5,507				
Placer Nevad	la (Youth)	30 Youth locations (203 Teachers)	52% F 48%M	2,944	6 hours avg. instruction/student	Various listed Components		Formative;
		Schools (6) Pre Schools (24)	Children in Eligible schools	647 590 390	RAMP K-3 HHM 4-6 Go Glow Grow 4-6 Nutrition to Grow on	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut	ERS data reported	Process Evaluation; Teacher Eval & ERS
Placer Nevad	la	Total Youth Only		2,944				

Project Name		Delivery Locations	Αι	idience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Statu
Riverside (Yo	outh)	17 Youth locations (36 Teachers)	50% F 50%F	2,402	6 hours avg. instruction/student	Various listed Components		Formative;
		Schools (12) After School (5)	Children in Eligible Schools	419 1 746	RAMP K-3 Twigs EATFIT	Nutrition Activities, Simplifying MyPyramid, Nut Physical Activity through Storybooks, healthy Habits, local food systems	ERS data reported	Process Evaluation; Teacher Eval & ERS
Riverside (A	dult)	Adult locations (25)	68% F 7%M	487				
		Community Agencies serving Food Stamp Clients (2) Center for Employment Training, Inc.(3) DPSS Food Stamp Offices (5) DPHNS Riverside (1) Southeast Asian People's Farm Project Parents of Preschool Children contacted (8) Parent Education Resource Center (1) Low Income Housing (3)	Food Stamp Eligible persons	94	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) Contacts - Letters via Food Stamp Offices	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Riverside		Total Youth and Adult		2,889				
San Diego (Y	(ath)	83 locations (133 Teachers)	48% F 52%M	11 012	6 hours avg. instruction/student	Various listed Components		Formative;
	,	Schools (62) Pre Schools (11) Learning Centers (5) YMCA (1) Community Service Center (3) CDC (1)	Children in eligible Schools	351 2,558 1,426 1,862 519	RAMP K-3 F2F EATFIT NTGO GGG HHM	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	ERS data reported	Process Evaluation; Teacher Eval & ERS
San Diego (A	(dult)	Adult Locations (23)	76% F 24%M	1,506	-			
		Community Agencies serving Food Stamp Clients (5) Home Start (4) Parents of Preschool Children (1) Summer School lunch Programs- Parent Ed (10) Family Resource Centers (1) Food Stamp Offices (4) Mexican Consulate (1) Border Health Initiative (1) Food Bank (3)	Food Stamp Eligible persons	996	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) Contacts - Letters via Food Stamp Offices	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
San Diego		Total Youth and Adult		12,518				
Sacramento	(Adult)	Community Agencies serving Food Stamp Clients Food Stamp Offices (2) Food Banks (3) Community Health Fair/Florin Mall Florin Tech Health Fair	62% F 38% M  Food Stamp Eligible persons		Miniwkshp (3 lesson/3hrs) Contacts - Health Fairs	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation

## Appendix A. TEMPLATE 1. SECTION A : State Nutrition Education Final Report Summary

Project Name		Delivery Locations	A	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
SF/SM (Yout	th)	53 Youth locations (138 Teachers)	49% F 51%M	5,606	6 hours avg. instruction/student	Various listed Components		
		Schools (48) Pre Schools (1) Bayview Hunter's Point Health & Environmental resource center (1) YMCA (1) Learning Centers (2)	Children in eligible Schools	147 169 12	RAMP K-3 HHM 4-6 F2FORK Kindergarten Food and Me Power Play	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans, MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	ERS data reported	Process Evaluation; Teacher Reporting
SF/SM (Adul	lt)	Adult Locations (24)	70% F 30%M	399		244441011		
		Community Agencies serving Food Stamp Clients (4) Food Stamp Offices (1) Pre Schools (1) Bayview Hunter's Point Health Resource Center (1) Daly City Peninsula Partnership (6) Edgewood Center for Children/Parents (5) YMCA (1) Making Waves (1) District Schools (3) Parents thru Children SF General Children's Clinic	Food Stamp Eligible persons	241	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) 3 lesson series - 1 hr each (Home Study)	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
San Francisc	o San Mateo	Total Youth and Adult		6,005				
San Joaquin	(Youth)	52 locations (87 Teachers)	50%F 50%M	4.447	6 hours avg. instruction/student	Various listed Components		
san souquiii	(touri)	Schools (42) Pre Schools (1) Afterschools (4) Children's Services Office of Education (6)	Children in eligible Schools / locations	1,442 393	RAMP K-3 HHM 4-6 Includes: Farm to Fork, Eat Fit, Twigs, NTGO Jump Start, Power Play, Money Talks	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	ERS data reported	Process Evaluation; Teacher Eval & ERS
San Joaquin	(Adult)	Adult locations (28)	81% F 18%M	6,815				
		Community Agencies serving Food Stamp Clients (1) Greater Stockton Em. Food Bank satellite sites (7) Gospel Center Rescue Mission (2) Stockton Homeless Shelter (1) Substance Abuse Family Education (SAFE) Wellness WORKs, Hunger TaskForce (1) Filipino Plaza low-income housing project Housing Authority of San Joaquin County Tracy Unified School District STEPS program Lao Family, Diamond Cove, Pre Schools , WIC, Food Stamp Office, Job Club (5)	Food Stamp Eligible persons	188 5,870	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) 5,870 UNDUPLICATED; Duplicated = 10,172. NOTE: unduplicated counts span single interations at senior centers and parents through school contacts. The remainder is newsletter distribution.	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
San Joaquin		Total Youth and Adult		11,262				
San Luis Obi	ena (Vauth)	52 Youth locations (87 Teachers)	48% F 52%M	1 022	6 hours avg. instruction/student	Various listed Components		
Jan Luis ODI	spo (Toutil)	Schools (42) Pre Schools (1) Afterschools (4) Children's Services Office of Education (6)	Children in eligible Schools	1,367 138	RAMP K-3 HHM 4-6 Twigs, Nutrition to Grow on	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans, MyPyramid, Physical Activity, Whole Grains, Food	ERS data reported	Process Evaluation; Teacher Eval & ERS
San Luis Obi	sno	Total Youth Only		1,822				

## Appendix A. TEMPLATE 1. SECTION A : State Nutrition Education Final Report Summary

Project Name		Delivery Locations	A	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Statu
Santa Clara	(Youth)	18 Youth locations (87 Teachers)	52%F 48%M	2,249	6 hours avg. instruction/student	Various listed Components		
		Schools (18)	Children in eligible Schools	926	RAMP K-3 HHM 4-6 Includes: Nutrition to Grow on Fraiser Frog, Power Play, EAT FIT	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut	ERS data reported	Process Evaluation; Teacher Eval & ERS
Santa Clara	(Adult)	24 Adult locations	77%F 23%M	393				
		Community Agencies serving Food Stamp Clients CalWorks (4) locations Transitional Housing (4) Parents in Eligible Pre Schools (3), Castro Elemty. Parents (1) Recovery Centers (2), Family Services (4) Adult learning center (1) Second Harvest Food Bank/ SC County DSS (2)	Food Stamp Eligible persons		8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs)	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Santa Clara		Total Youth and Adult		2,642				
Shasta Trini	ty (Vouth)	39 Youth locations (166 Teachers)	47%F 53%M	4 104	6 hours avg. instruction/student	Various listed Components		
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Schools (18)  Garden based Nutrition Education (14)	Children in eligible Schools	1,912 1,271	RAMP K-3 HHM 4-6 Nut Education Activities in school Gardens, Nutrition Education through Gardening - Nutrition to Grow On, Twigs	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Shasta Trini	ty (Adult)	Adult locations (34)	74%F 27%M	5,195		2 ddddion		
		CalWorks-Redding/Trinity (2) Shasta County Social Svs (2) Community Assistance (5) Recovery Centers (2) Parents of State Preschool children (5) Perinatal Care (2) House of Hope-Good News Rescue Mission Salvation Army, Frances Court Transitional Housing (2) WIC in Hayfork/Weaverville (2) Erlei's Healthy Start North Valley Developmental Services, Inc	Food Stamp Eligible	52 150	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) 3 lesson series - 1 hr each (Home Study)  Contacts Unduplicated (Mailers)	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
		Hayfork Soup Kitchen, Trinity Cong. Food Cupboard (2) Trinity Occupational Training-Office World Lewiston State Preschool, Adult Parent Education (2) Human Response Network, Behavior Health (2) Trinity County Public Health, Disability Services (2)	persons	·	48,662 duplicated counts	Education and Breastfeeing , Adult focused Garden based Nutrition Education		
		Total Youth and Adult		9,389				

## Appendix A. TEMPLATE 1. SECTION A: State Nutrition Education Final Report Summary

Name		Delivery Locations	Au	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
Solano (Yout	th)	6 Youth locations (30 Teachers)	49%F 51%M	1,789	6 hours avg. instruction/student	Various listed Components		
		Schools (4) Pre Schools (2)	Children in eligible Schools	45 1,420	RAMP K-3 HHM 4-6 EAT FIT Power Play	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Solano (Adu	lt)	Adult locations (23)	70%F 29%M	6,206				
		Community Agencies serving Food Stamp Clients Recovery Services (5) Housing locations (2) Family / Community Services (9) Food Banks / Pantries (4)	Food Stamp Eligible persons	235	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) Contacts UNDUPLICATED 20.926 DUPLICATED CONTACTS Newsletters on Fruits and Vegetables, Healthy Snacks, Fish consumption safety	Dietary Guidelines, Food Safety, Improving Fruit/Vegetable consumption, Nut Skills, Food Security, FISH Safety Consumption	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Solano		Total Youth and Adult		7,995				
Sonoma Lak		21 Youth locations (83 Teachers)  Sonoma Schools (6) Lake Schools (12)  Sonoma Learning Center (1)  Sonoma Extended Child Care Center (2)  Garden based Nutrition education (6)	51%F 49%M Children in Eligible Schools	1,276 278 1,254 794 95	6 hours avg. instruction/student  RAMP K-3  HHM 4-6  Twigs  GGG / Nut to Grow on  Farm to Fork / ERIB  Nut Education Activities in school Gardens,  Nutrition to Grown on, Twigs	Various listed Components  Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans, MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut Education	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Sonoma Lak	e (Adult)	19 Adult locations	90%F 10%M	1,730				
		Community Agencies serving Food Stamp Clients Recovery Center / Transitional housing (3) WIC Clinic - Indian Health Clinic (1) Low Income Housing (4) Homeless Center (1) Community Action Partnership (4) Youth Center (1) Parents of eligible preschool students; Transitional Housing	Food Stamp Eligible persons	111	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) Contacts unduplicated Newsletters/ fliers/ brochures	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Sonoma/ Lal	ke	Total Adult and Youth		5,427				
Tahama Cl	(Vth)	25 Variability 1444 Tarabaya	E40/E 400/14	2.405	6 hours avg. instruction/student	Various listed Components		
Tehama Gle	ini (routh)	25 Youth locations (111 Teachers) Schools (17) Pre Schools (4) After Schools (4)	51%F 49%M Children in eligible schools	1,161 202 878 154	RAMP K-3 HHM 4-6 Power Play EatFit Money Talks	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans, MyPyramid, Physical Activity, Whole Grains, Food Safety	pre/post tests, Teacher Evaluation	Process Evaluation; Teacher Eval & ERS

## Appendix A. TEMPLATE 1. SECTION A : State Nutrition Education Final Report Summary

Project Name		Delivery Locations	Audience		Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
Tulare (Yout	h)	27 Youth locations (222 Teachers)	48%F 52%M	3,049	6 hours avg. instruction/student	Various listed Components		
		Schools (27)	Children in eligible schools	8 1,214 555	RAMP K-3 HHM 4-6 Power Play EatFit Other unspecified	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden enhanced Nut	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Tulare (Adul	t)	13 Adult locations	94%F 6%M	3,381	·			
		Community Agencies serving Food Stamp Clients (3) TulareWORKs/Job Club Participants /WIC Food Stamp Offices (2) Health Clinic (1) Food bank and agencies (5) Parent Education Classes in eligible schools KDDH Community Outreach Program	Food Stamp Eligible persons	240	8 lesson series - 1.5 hr each 3 lesson series - 1 hr each (Home Study) Contacts unduplicated	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Tulare		Total Youth and Adult		6,430		<u> </u>		
Tuolumne N	lariposa (Youth)	8 Youth locations (38 Teachers)	52%F 48%M	271	6 hours avg. instruction/student	Various listed Components		
		Schools (4) Pre Schools (3) After Schools (1) Gardens Existing/Continuing (1)	Children in eligible schools	67 106	RAMP K-3 HHM 4-6 Other unspecified Nut Education Activities in school Gardens, Nutrition to Grow on ,Twigs	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety, Garden Based Nutrition	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Tuolumne N	lariposa (Adult)	Adult locations (4)	78%F 21%M	307				
		Cal Safe Tuolumne (1) Infant Child Enrichment Services (ICES) (1) ATCCA Family Learning Center (FLC)/ (1) Sonora Homeless Shelter (1)	Food Stamp Eligible persons	19	8 lesson series - 1.5 hr each 3 lesson series - 1 hr each (Home Study) Contacts	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation,	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
Tuolumne N	1ariposa	Total Youth and Adult		578				
Yolo (Youth)		8 Youth locations (38 Teachers)	51%F 49%M	377	6 hours avg. instruction/student	Various listed Components		
		Schools (4) Pre Schools (3) After Schools (1)	Children in eligible schools	292	RAMP K-3 HHM 4-6	Fat free and low fat foods, Fruits and Vegetables, Lean Meat and Beans,MyPyramid, Physical Activity, Whole Grains, Food Safety	pre/post tests, Nutrition Garden Survey	Process Evaluation; Teacher Eval & ERS
Yolo (Adult)		Adult locations (14)	94%F 6%M	52				
		Yolo County Public Housing (3) Families Self Help, Eligible Preschool Parents, West Sacramento Yolo Alternative Center / YMCA of the East Bay (2) Yolo County Public Health, WIC clinics, Woodland Yolo Family Resouce Center (2) Yolo County Office of Education; Eligible Pre Schools City of West Sacramento Senior Center	Food Stamp Eligible persons	19	8 lesson series - 1.5 hr each 3 lesson series - 1 hr each (Home Study) Contacts unduplicated Newsletter and Nutrition Brochures Contacts at community events	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation, Limit added sugars or calories	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
		Total Youth and Adult		429				

### **Appendix A. TEMPLATE 1. SECTION A : State Nutrition Education Final Report Summary**

Project Name		Delivery Locations	Au	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and State
/entura (Ad	ult)	Adult Locations (11)	81%F 19%M	521				
		WIC, Food Stamp Offices, Community Sites (5) Clinicas del Camino Real (1) Housing venues (2) Family Resource Centers (3)	Food Stamp Eligible persons	459	8 lesson series - 1.5 hr each Miniwkshp (3 lesson/3hrs) Contacts unduplicated	My Pyramid, Physical Activity, Food Safety, Fat Free/Low Fat Foods, Lean Meat and Beans, Food Shopping / Preparation,	Food Behavior Checklist, pre/post changes	Outcome; Evaluation
/entura		Total Adult only Ventura		521				
	trition Education Us	sing the Internet						
aren Varco	e - UC Riverside			250	3 modes of delivery evaluated			
	Solano Kern Santa Clara Butte	Adult Schools, Homeless shelters,	Food Stamp Eligible persons		Classroom delivery only internet/DVD delivery only Classroom delivery + Internet DVD support	Validation of delivery modes yieding most significant behavioral change.	pre/post tests; Self Evaluation of enrollees.	Formative; Evaluative
		Total Nutrition Education Using the Internet		250				
lutrition Ed	ucation for Bay Area	a African Americans						
haron Flem	ing - UC Berkeley			5,110				
	Oakland San Francisco	SF Boys and Girls Clubs hosted in after school settings Inner City Urban (4)	African American FSE Youth and Families		Direct Nutrition Education Adult (103) Direct Nut Education Youth (188 classes)	Nutrition content standards, MyPyramid, reading labels,increased nutrient/quality, Physical Activity	pre/post tests	Formative; Evaluative
		Total Bay Area African American		5,110				
mproving N	utrition in Low Inco	me Vietnames Families						
/lay Wang -	UC Berkeley			461				
	Sacramento Orange Los Angeles San Jose	Adult venues such as shelters, Service venues	Vietnamese FSE Youth and Families		Series of lessons to 461 participants	Nutrition, MyPyramid, physical activity, reading labels, obesity reduction	pre/post tests	Formative; Evaluative

### Appendix A. TEMPLATE 1. SECTION A: State Nutrition Education Final Report Summary

Section	n A: State Su	mmary of Projects						
Project Name		Delivery Locations	A	udience	Methods	Content		Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites type and number	Targeted Audience	Total No. ACTUAL unduplicated count participants	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
Summary	of UC-FSNEP deli	very modes (Youth/Adult/Supplemental Projects)	and related	detail				
				Unduplicated participants	Duplicated Participants and indirect beneficiaries (children in Adult participants homes indirectly served)			
Youth				80,837	970,044			
	in average delivery se	nt received 6 hrs minimum classroom instruction essions of 30 minutes = 12 contact points per participant annuall 4 duplicated contacts reinforced nutrition education	y					
Adult	22,227 22 270,04			77,441	187,182			
	Duplicated contacts -	ventions - not series lesson based - inclusive of multiple distributions to target audience		68,607	113,607			
8 lesson seri	•	8 lesson series and indirect benefit including children in home		5,585				
2 losson sori	5,585 x 8 lessons = 44 Enrolled participants ies of Adult education	have avg 2 minor children in home under 5 years 5,585 x 2 = 11,10	69	2,755	44,678 11,169			
5 lesson sen		3 lesson series and indirect benefit including children in home		2,755	8,266			
8 lesson seri	Enrolled participants	have avg 2 minor children in home under 5 years 2,755 x 2 = 5,51: HOME lessons - 6 hrs average instruction completed per enroller		494	5,511			
	Duplicated impact of $494 \times 6 = 2,964 \text{ conta}$	6 lessons and indirect benefit including children in home ct hours			2,964			
	Enrolled participants	have avg 2 minor children in home under 5 years 494 x 2 = 988			988			
SUPPLEMEN	ITAL			5,821	5,821			
TOTAL UC-F	FSNEP CONTACT/PAR	RTICIPANT REPORTING FFY08		164,099	1,163,047			
				FFY08	FFY07	% change		
NUMBER OF	UC-FSNEP PARTICIPA	TING COUNTY PROGRAMS		28	32	-13%		
		rmation Including Contacts (all unduplicated)		158,278	131,179	21%		
Total County	/ Direct Education - Ed	lucation Class participants enrolled in series of 4-8 lessons		89,671	113,025	-21%		
Total County	/ Contacts via newslett	ers, health fairs, 15 min increments of time versus series lessons (	(unduplicated)	68,607	18,154	278%		
		) from FFY07 (32) to FFY08 (28) resulted in lower series based Dir at Home modules, small increment interations and nutrition edu		•	fliers/brochures coupled with Food Demonst	rations		
and test tast	ing. Goal is to bring di	rect education numbers back to FFY07 levels for FFY09.			•			

#### 1. Network Impact Evaluation— FFY 08 Final Report

#### **Section II: State Nutrition Education Final Report Summary FYY 08**

#### **Section II. Final Report Summary for Evaluations.**

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

#### 1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

ABC USD	School/District
Alameda County Health Care Services Agency	2. Local Health Department
Alameda County Office of Education(Coalition) Hayward	
USD	3. School/District
Alhambra USD	4. School/District
Alisal Union School District	<ol><li>School/District</li></ol>
Berkeley USD	6. School/District
California State University, Chico Research Foundation -	
SCNAC	7. College/University
Compton USD	8. School/District
Contra Costa County Health Services	<ol><li>Local Health Department</li></ol>
Del Norte USD	10. School/District
East Los Angeles College	11. College/University
El Monte City School District	12. School/District
Fort Bragg Unified School District	13. School/District
Fresno County, Office of Education	14. County Office of Education
Hawthorne School District	15. School/District
Humboldt County Office of Education	16. County Office of Education
Huntington Beach Union High School District	17. School/District
Kernville Union School District	18. School/District
Long Beach Unified School District	19. School/District
Long Beach, City of, Department of Public Health	20. Local Health Department
Los Angeles County Office of Education	21. County Office of Education
Los Angeles Trade-Technical College	22. College/University
Los Angeles Unified School District	23. School/District
Marin County, Dept. of Health and Human Services	24. Local Health Department
Merced Office of Education	25. County Office of Education
Monrovia Unified School District	26. School/District

Montebello Unified School District	27. School/District
Monterey County Health Department	28. Local Health Department
Mount Diablo Unified School District -After School	
Program	29. School/District
Newport-Mesa Unified School District	30. School/District
Orange County Health Care Agency,	31.Local Health Department
Orange County Superintendent of Schools - ACCESS	32. County Office of Education
Orange County Superintendent of Schools - Coalition	33. County Office of Education
Pasadena Unified School District	34. School/District
	35. First 5 Children and
Riverside, County of, Health Care Services Agency	Families Commission
Sacramento County Department of Health & Human	
Services - Clinic Services	36. Local Health Department
San Bernardino, County of, Department of Public Health	37.Local Health Department
San Francisco Unified School District	38. School/District
San Francisco, City and County Department of Public	
Health	39. Local Health Department
Santa Ana Unified School District	40. School/District
Shasta County Health and Human Services Agency,	
Public Health Branch	41.Local Health Department
Shasta County Office of Education	42. County Office of Education
Tulare County Office of Education	43. County Office of Education
Tulare, County of, Health and Human Services Agency	44. Local Health Department
Ukiah Unified School District	45. School/District
University of California, Cooperative Extension of	46. University of California
Alameda County	Cooperative Extension
Ventura Unifed School District	47. School/District

#### 2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

The primary outcome for the impact evaluation project was fruit and vegetable consumption. The secondary outcomes were factors that influence it, including those listed in Table 1.

Table 1: Impacts assessed by the evaluation					
Fruit and vegetable consumption	Perceived parental consumption				
Access to fruit and vegetables	7. Perceived peer behavior				
Attitudes and beliefs	8. Preferences				
4. Knowledge	9. Self-efficacy				
<ol><li>Outcome expectations</li></ol>	10. Teacher encouragement				

#### 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

A total of 7,736 individuals provided pre- and post-test surveys from six channels (Table 2). Most of the contractors provided nutrition education in schools even though they were not in the school channel.

Table 2 Number of Matched Surveys, Intervention and Control, for all Contractors					
	Number of Matched Surveys- Intervention	Number of Matched Surveys- Control	Total		
School/District (24)	3226	713	3939		
College/University (3)	901	357	1258		
County Office of Education (7)	884	458	1342		
First 5 Children and Families Commission (1)	73	0	73		
Local Health Department (11)	829	134	963		
University of California Cooperative					
Extension (1)	94	67	161		
Total (47)	6007	1729	7736		

#### 4. Assignment to intervention and control or comparison conditions

# a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

**Individuals** were the unit of assignment. Impact was assessed by measuring change in individuals that had both a pre-test and a post-test.

## b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Contractors recruited participants using **convenience sampling** methods. One contractor endeavored to select schools or classrooms randomly, but no others used random assignment.

# c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

A total of 7,736 individuals participated in the evaluation. Of these, 6,007 received the contractor-specific intervention and 1,729 were in a control group selected by the contractor. Of intervention, participants, 49% were male. Of control participants, 51% were male. Table 3 shows the individuals by age group.<sup>1</sup>

Intervention: 6,007 (78%)Control: 1,729 (22%)

Table	Table 3 Individuals By Age And Condition Of Assignment							
Age Category	Intervention Group Participants	Control Group Participants	Total (%)					
<5	62	46	108 (1)					
5-17	5,520	1,642	7,162 (93)					
18-59	375	41	416 (5)					
60+	50	0	50 (1)					
Total	6,007	1,729	7,736					

#### 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

Table 4 shows the name of the tools used to measure behavior change and the number of contractors that used it. It includes measures of fruit and vegetable consumption and physical activity.

<sup>&</sup>lt;sup>1</sup> Compton USD had 73 control participants, and 72 of those were 5-17 and 1 was 18 years of age. Orange County ACCESS had 43 control participants, and 40 of those were 5-17 and 3 were 18 years of age.

Table 4: Measures of fruit and vegetable consumption for adults and children <sup>2</sup>	# contractors that used the tool
Measures of fruit and vegetable consumption for adults	
<ul> <li>Food Behavior Checklist (FBC) (Townsend, 2003<sup>i</sup>)</li> </ul>	3
<ul> <li>Fruit and Vegetable Checklist (FVC) (Townsend, et al., 2006<sup>ii</sup>) with instruction guide (Townsend et al., 2007<sup>iii</sup>)</li> </ul>	4
<ul> <li>Physical activity checklist</li> </ul>	1
Measures of behavior for elementary – middle school age students	
<ul> <li>Day in the Life Questionnaire (DILQ) (Edmunds and Ziebland, 2002<sup>iv</sup>)</li> </ul>	4
<ul> <li>Consumption School and Physical Activity Nutrition project (SPAN) (Hoelscher 2003<sup>v</sup>)</li> </ul>	18
<ul> <li>Consumption questions from the California Health Kids Survey (CHKS)</li> </ul>	9
<ul> <li>Physical activity (PACE) (Prochaska and Sallis 2001)<sup>vi</sup></li> </ul>	6
Mixed	10

Contractors measured change in 8 factors using 14 different survey tools. Table 5 shows the name of the factors used to measure factors that influence fruit and vegetable consumption for adults and children.

Table 5: Measure of factors that influence fruit and vegetable consumption				
Factor that was measured (reference) for elementary – middle school age students	Number of contractors that measured this outcome			
<ul> <li>Perceived peer behavior (Vereecken et al. 2005<sup>vii</sup>)</li> </ul>	12			
<ul> <li>Perceived parental consumption (Vereecken et al., 2005<sup>vii</sup>).</li> </ul>	12			
<ul> <li>Socialization-encouragement (Veerecken et al., 2005 vii)</li> </ul>	12			
Access (Hearn 1993 <sup>viii</sup> )	16			
<ul> <li>Self Efficacy for Eating, Asking and Preparing Survey (Reynolds, et al., 2002<sup>ix</sup>)</li> </ul>	1			

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<sup>&</sup>lt;sup>2</sup> Montebello USD and Alhambra USD used two surveys, one for adults and another for youth, so the number total 48 instead of the 46 that participated.,

<ul> <li>Self Efficacy for Eating Fruits and Vegetables (Baranowski, et al., 2000<sup>x</sup>)</li> </ul>	4
<ul> <li>Self Efficacy for Asking and Shopping (Baranowski, et al. 2000<sup>x</sup>)</li> </ul>	13
Self Efficacy for Eating, Asking, Buying (Other)	1
<ul> <li>Preferences Survey (Domel et al., 1993<sup>xi</sup>)</li> </ul>	24
<ul> <li>Outcome Expectations Survey (Reynolds, et al., 2002<sup>ix</sup> and (Baranowski, et al., 2000<sup>xii</sup>)</li> </ul>	19
<ul> <li>Knowledge Survey (adapted from Reynolds et al., 2002<sup>xiii</sup> and Hoelscher et al., 2004<sup>xiv</sup>)</li> </ul>	18

# a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

The pre-test took place before the beginning of intervention, and post-tests took place after the last intervention session. One contractor did a follow-up survey after the post-test was administered.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

The Food Behavior Checklist (FBC) and Fruit and Vegetable Checklist (FVC) were used to measure adult consumption of fruit and vegetables as indicated above. These surveys were validated with low-income populations in California making them a strong measure of consumption for this evaluation. There are two versions of each of these. One tool measures consumption in cups and the other in servings. Contractors provided sound data using the FBC or FVC from 205 individuals. Results showed that 156 individuals reported an increase of 1.44 servings and 49 individuals showed an increase of 3.9 cups. Both were statistically significant.

Four contractors collected data from 605 youth with the Day in the Life Questionnaire (DILQ). This tool measures the number of times they ate fruit, vegetables or juice "yesterday". At pre-test children reported eating fruit and vegetables an average of 1.57 times "yesterday" and 2.14 times at post-test. The increase of

<sup>&</sup>lt;sup>3</sup> How many serving/cups of fruit/vegetables do you eat each day

0.57 times was statistically significant (p < 0.001) with all contractors combined.(Table 6)

Table 6: Summary of impact evaluation results for contractors that used the Day in the Life Questionnaire					
	N	Pre- test mean	Post-test mean	Difference	p- value
Hayward	352	1.13	1.21	0.08	0.403
Alhambra	33	1.73	1.27	-0.46	0.154
Alisal	167	2.08	3.86	1.78	<0.001
Marin	46	3.00	3.65	0.65	0.100
All Contractors Combined	598	1.57	2.14	0.57	<0.001

When stratifying the DILQ results by contractor, it becomes apparent that one contractor did not increase consumption, but it is important to note that the change in a negative direction was not significant, indicating that the change could have been due to chance or a random occurrence.

A group of 18 contractors used the modular Nutrition Education Survey (NES) to measure fruit and vegetable consumption using three questions from the School and Physical Activity Nutrition project (SPAN) and nine factors associated with it. These include: perceived peer behavior, perceived parent consumption, self-efficacy, outcome expectations, socialization-encouragement, access, knowledge, physical activity, and preferences. Contractors chose the sets of questions that matched their intervention and administered a survey with those questions. The data from these surveys were aggregated and analyzed together yielding a large sample size. Table 7 shows the results for all indicators for these 18 contractors, with the exception of preferences which are displayed in a separate table.

The first column of Table 7 lists the factor that was measured (and the number of questions used to measure that factor). The second column shows the number of individuals that provided an answer to that set of questions at both the pre-test and post-test. Numbers are not the same for all factors because all respondents did not answer all the questions at pre-test and post-test. The third through fifth columns show the mean scores at pre-test, at post-test and the difference

between them, respectively. The last column shows the p-value, which is considered statistically significant<sup>4</sup> if less than 0.05.

All 9 indicators showed a statistically significant change. The p-values for seven of them were <0.001. <sup>5</sup>

Table 7: Summary of impact evaluation results for contractors that used the Nutrition Education Survey						
	N	Pre- test mean	Post- test mean	Difference	p- value	
Consumption (3 items from the SPAN)	2,861	4.43	4.64	0.21	<0.001	
Perceived peer behavior (6 items)	2,041	8.39	8.88	0.49	<0.001	
Perceived Parent consumption (2 items)	2,432	5.30	5.41	0.11	0.017	
Self-efficacy for asking and shopping (8 items)	2,607	31.88	32.25	0.37	0.010	
Outcome expectations (7 items)	1,645	18.08	18.49	0.41	<0.001	
Socialization- encouragement (8 items)	2,335	12.69	13.20	0.51	<0.001	
Access (2 items)	2,143	4.71	4.86	0.15	<0.001	
Knowledge (5 items)	1,630	3.10	3.27	0.17	<0.001	
Physical Activity (2 items)	1,235	8.85	9.47	0.62	<0.001	

Overall, 23 contractors measured preferences. Data from 4,088 individuals showed a statistically significant increase in 16 items including 6 fruits and 11 vegetables (Appendix 1). The appendix also shows other items that were featured that did not show a statistically significant difference. In the control groups, three items—blueberries, persimmons, and cabbage—increased significantly even though they were not targeted by the interventions. Three other items showed a statistically significant decrease in preference scores.

<sup>4</sup> In this report, significant is used to refer to statistically significant and refers to p<.05 or below)

<sup>&</sup>lt;sup>5</sup> It is worth noting that larger sample sizes allow smaller differences in two means to differ in a statistically significant way. Very large sample sizes will produce significance even when the differences are not qualitatively meaningful. Samples that are too small may fail to detect a difference of statistically significance. These should be considered when interpreting results.

Several contractors measured change in self-efficacy using four different validated tools. Thirteen contractors measured self-efficacy for asking and shopping for fruit and vegetables from over 2,600 youth using an 8-item instrument (Baranowski, et al. 2000<sup>x</sup>). Response categories ranged from 'I disagree very much' to 'I agree very much' and scores ranged from 8 – 40. At pre-test, respondents reported agreeing a little with the statements and the increase of 0.37 points was small but significant. Ten of the 13 had a comparison group. Three showed significant change in the intervention but not the comparison group.

Four other contractors used a 13-item tool (Baranowski, et al., 2000<sup>xii</sup>) to assess change in self-efficacy for eating fruits and vegetables. None of the results was significant. One contractor used the aforementioned survey to assess change in buying fruit / vegetables<sup>6</sup> instead of asking. The results were not significant. Another contractor assessed change in self-efficacy for eating, asking and preparing with a 17-item tool (Reynolds, et al., 2002<sup>ix</sup>). The p-values were not significant for the intervention or control groups.

One contractor measured peer norms using a set of three questions (Reynolds, et al.,  $2002^{xv}$ ) with answers ranging from 3-9. The pre-test mean of 7.17 was high and did not leave a lot of room to improve. The results did not reach statistical significance.

Change in outcome expectations was assessed by 19 contractors using different tools. Thirteen used a 7-item instrument validated by Reynolds, et al.,  $2002^{xv}$ . The three response categories were: disagree, not sure, agree leading to a summary scale that ranged from 8-21. The increase of 0.41 to 18.49 at post-test was significant. The question with the lowest average score was "I will get sick more often if I don't eat fruit and vegetables."

Four other contractors used a similar survey with three response categories. Two of them showed a statistically significant change. One contractor used a 12-item scale (Baranowski, et al., 2000<sup>xii</sup>) with 5 response categories ranging from 'I disagree very much' to 'I agree very much'. That contractor's results were also positive and statistically significant.

The perceived peer behavior questions concerned the respondent's perception of what their "friends" and their "best friend" do and like to do regarding consumption of fruit and vegetables. In response to questions like: "do most of your friends like to eat fruit?" the respondents could answer "yes, no, or I don't know". There were similar questions about what their best friends like to do or currently do in regard to fruit and vegetable consumption. Scores ranged from 6-12. A score of six would mean that respondents did not believe their peers or best friends liked to eat or ate fruit and vegetables. A score of 12 would mean

Page 9 of 14

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<sup>&</sup>lt;sup>6</sup> The surveys included questions about fruits separate from items about vegetables. This is captured as "fruit / vegetables" in this section.

that their friends and best friends like to eat and did eat fruit and vegetables. The statistically significant increase of 0.49 to 8.88 at post-test means that, on average, respondents answer "no" to over three questions in this scale. The questions that had more "no" responses were related to the consumption of vegetables (do most of your friends like to eat, do they eat, and does your best friend, eat vegetables).

The two perceived parent consumption items concerned children's perceptions of how often their parents eat fruit/vegetables. The response categories were: never, a few days of the week, most days of the week, every day. Responses ranged from 2-8. The statistically significant increase from 5.30 to 5.42 means children perceived that their parents ate fruits and vegetables a few times a week to most days a week.

The eight items for socialization-encouragement captured the messages that teachers gave students about fruit and vegetables including: fruit / vegetables are good for them, are healthy, taste good, and to eat them every day. The scores ranged from 8 to 16. The 0.51 increase to 13.2 at post-test means that students said yes to more than six questions. The lowest scores were reported for two questions: does your teacher tell you vegetables taste good and does your teacher tell you to eat vegetables every day.

The two access questions were: At your <u>home</u> do you have fruits / vegetables to eat? The four response categories ranged from never to always, with an 'I don't know' option. This led to scores from 0-6 and the increase of 0.15 to 4.86 at post-test was statistically significant. At pre-test 7.6% said they never have fruit at home compared to 52.1% who said always (n=2148). These numbers were similar for vegetables: 9.2% and 48.8% respectively. Thirty-eight percent said fruit / vegetables are available sometimes. At post-test 6.4% said they never have fruit at home compared to 59% who said always (n=2143). These numbers were similar for vegetables: 8.5% and 53.3% respectively. In both cases about one-third said they have fruit and vegetables in the home sometimes.

The scores for the five knowledge questions ranged from 0, all incorrect, to 5, all correct. The score of 3.27 at post-test means that the respondents, on average, answered nearly two questions incorrectly. These were: Fruits and vegetables that are high in vitamin A are [Yellow-orange and dark green] in color and Almost all fruits and vegetables contain a lot vitamins and [fiber]. Although the increase was small (0.17) it reached statistical significance.

The NES included two physical activity questions (Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? and Over a typical or usual week, on how many days are you physically active for a total of at least 60 minutes per day?) with response categories ranging from 0 days -7 days creating a summary score ranging from 0-14. At pre-test,

respondents reported being physically active for 60 minutes 4.5 times a week, which was higher than the number of times during a typical week (4.4). Both of these increased at post-test to being physically active for 60 minutes 4.8 times a week and typically 4.7 times week. The pre-test score increased from 8.87 to 9.47 at post-test. In most cases, there was a 4-5 month period between the pre-test and post-test.

In sum, data were collected from 7,736 individuals by 47 contractors in 6 channels. The sample was 93% school youth and 51% female. Contractors measured consumption, physical activity and eight factors that influence those behaviors.

The results were statistically significant for most outcomes but show there is room for improvement for some others. While this evaluation suggests that nutrition education intervention activities need to be strengthened in certain areas, it also highlights predisposing factors that favor fruit and vegetable consumption. For example, the one contractor that measured peer norms with a 3-item scale found that the pre-test scores were high (7.17 on a scale of 9) and the results were not significant. This is an indication of positive conditions that support fruit and vegetable consumption as a normative behavior. So when evaluation results are not statistically significant, it may be an indication of something good that is happening if the pre-test scores are close to the top of the scale.

The results show that interventions delivered by participating contractors increased consumption. The FBC showed adults increased consumption by 1.44 servings, and the FVC showed an increase of 3.9 cups "yesterday". The Day in the Life Questionnaire showed an increase of 0.57 times "yesterday" or 0.21 times using three questions from the SPAN on the NES. All of the other factors measured using the NES showed a statistically significant increase when the data were aggregated for common measures.

While very positive, these results do not capture the full impact of *Network*-funded nutrition education. The changes reported here resulted from varied interventions implemented in settings where contractors have little control over conditions that influence fruit and vegetable consumption. Advertising, variable availability of high quality fruit and vegetables in schools and homes, and organizational policies and that favor the consumption of lower-cost, caloriedense foods are among those that limit the impact of the nutrition education delivered by *Network*-funded contractors.

#### 7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Andy Fourney, DrPH, (916) 449-5386

Appendix 1: Produce items featured, pre-test and post-test means, and p-value of difference between pre and post-test

		I	c and post t	I I	
		Pre-test	Post-test		
	N <sup>7</sup>	mean	mean	Difference	p-value
Persimmons	727	2.14	2.4	0.26	< 0.001
Tangerines	385	3.62	3.79	0.17	<0.001
Figs	214	2.13	2.39	0.26	0.001
Kiwi	1824	3.57	3.62	0.05	0.002
Plums	85	3.11	3.36	0.25	0.011
Apricots	294	2.80	3.33	0.53	<0.001
Artichokes	200	1.91	2.83	0.92	< 0.001
Asparagus	896	2.23	2.46	0.23	<0.001
Bell Peppers	291	2.76	3.05	0.29	<0.001
Jicama	195	2.63	3.43	0.8	<0.001
Peas	294	3.02	3.29	0.27	<0.001
Salad Greens	1698	3.23	3.33	0.1	<0.001
Spinach	1665	2.84	2.97	0.13	<0.001
Winter Squash	351	2.37	2.59	0.22	<0.001
Eggplant	88	1.78	2.17	0.39	0.002
Cucumber	202	3.68	3.82	0.14	0.002
Sweet Potatoes	1676	2.97	3.05	0.08	0.001
Broccoli	892	3.27	3.32	0.05	0.091
Melons	883	3.71	3.76	0.05	0.101
Blueberries	68	2.93	3.12	0.19	0.155
Celery	88	3.13	3.24	0.11	0.206
Onions	206	2.79	2.85	0.06	0.214
Tomatoes	354	3.19	3.24	0.05	0.294
Apples	191	3.69	3.65	-0.04	0.347
Cabbage	146	3.15	3.08	-0.07	0.376
Grapefruit	88	3.15	3.04	-0.11	0.408
Carrots	498	3.47	3.50	0.03	0.430
Grapes	637	3.87	3.86	-0.01	0.466
Strawberries	304	3.80	3.78	-0.02	0.491
Oranges	347	3.71	3.69	-0.02	0.497
Pears	259	3.43	3.45	0.02	0.639
Raisins	30	3.63	3.53	-0.1	0.639
Pineapple	88	3.52	3.48	-0.04	0.642

 $<sup>^{7}</sup>$  The n will not sum 4088 since contractors featured more than one item.

Green Beans	1500	3.08	3.09	0.01	0.668
Mandarins	764	3.54	3.53	-0.01	0.673
Dried Plums	543	2.50	2.48	-0.02	0.703
Papaya	88	2.66	2.69	0.03	0.822
Peaches	124	3.77	3.78	0.01	0.858

#### References

<sup>&</sup>lt;sup>i</sup> Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting Items for A Food Behavior Checklist for a Limited Resource Audience. Journal of Nutrition Education and Behavior. 2003; 35:69-82

<sup>&</sup>lt;sup>ii</sup>Townsend MS, Kaiser LL. University of California Fruit and Vegetable Inventory. University of California Cooperative Extension, 2006. Available at http://townsendlab.ucdavis.edu. Accessed March 12, 2007.

iiiTownsend MS, Leaven L, Davidson C, Kaiser LL. Administering the Fruit and Vegetable Inventory: Instruction Guide. University of California Cooperative Extension, 2007. (Accompanies Cat II #672.) Available at http://townsendlab.ucdavis.edu. Accessed April 26, 2007.

iv Edmunds LD, Ziebland S. Development and validation of the Day in the Life Questionnaire (DILQ) as a measure of fruit and vegetable questionnaire for 7-9 year olds. Health Educ Res. 2002 Apr;17(2):211-20.

<sup>&</sup>lt;sup>v</sup> Hoelscher DM, Day RS, Kelder SH, Ward JL. Reproducibility and validity of the secondary level school-based nutrition monitoring student questionnaire. J. Am Dietetic Association: 2003:103(2)186-194.

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# 2. An Evaluation of The Fruit, Vegetable and Physical Activity Toolbox for Community Educators—The African American Campaign

#### **Section II: State Nutrition Education Final Report Summary FYY 08**

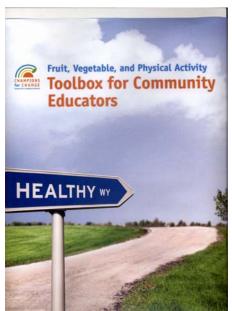
**Section B. Final Report Summary for Evaluations.** 

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

#### 1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

The Network for a Healthy California—African American Campaign is a public health initiative designed to increase fruit and vegetable consumption and physical activity among lowincome, Food Stamp nutrition education eligible (FSNE-eligible) African American adults. The Network's Fruit, Vegetable and Physical Activity Toolbox for Community Educators is a useful resource that can be used by the Campaign to help achieve its goals. The Toolbox contains nutrition education, physical activity, and community empowerment lessons that are designed to improve knowledge, skills, and intention regarding fruit and vegetable consumption and physical activity. The African American Campaign staff tailored the toolbox to focus on the health promotion needs of low-income, African American women.



The *Network* contracted with Field Research Corporation (Field) to assist in an evaluation of the Toolbox's effectiveness. *Network* staff selected six, one-hour lessons representative of the overall Toolbox: three nutrition lessons, two physical activity lessons, and one community empowerment lesson. *Network* staff also selected and trained health educators in four cities—Los Angeles, Oakland, Fresno and Sacramento—to deliver the intervention to classes of approximately 20. The study cost was \$165,500 excluding staff time. Data were collected over a six-week period in October and November, 2007 and the final report submitted January 2008.

Designed to assist community-based organizations and health centers providing nutrition education, the complete Toolbox includes two adult recommendation 16 lessons, seven easy-to-implement skill lessons, six fun physical activity lessons, and one community empowerment lesson The educational handouts support the lessons and remind participants what they have learned during their educational experience. They provide practical information, recipes, and physical activity suggestions that will encourage behavior change An English- and Spanish-language poster, entitled *Energize Your Body* 

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with Fruits and Vegetables!, is used as a visual aid for several nutrition lessons, and there are two educational videos. The Day in the Life video depicts the real life story of the Nash family and the positive changes they've made in their eating and physical activity habits. (The Toolbox materials are available for download is <a href="http://www.network-toolbox.net/index.asp">http://www.network-toolbox.net/index.asp</a>).

#### 2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

The study was designed to determine if women exposed to the Toolbox sessions over a six-week period changed their fruit and vegetable consumption, physical activity practices and the psycho-social determinants of these behaviors as compared to a randomly assigned control group of women.

The key evaluation impacts can be grouped into knowledge, beliefs and behaviors related to nutrition, physical activity and community leadership.

#### Knowledge

The percent of women in the pre and post periods who correctly answered questions related to the:

- o recommended amounts of fruits and vegetables adults should eat each day for good health.
- o number of cups equivalent to a handful of fruit and vegetables,
- o three factors that determine a person's fruit and vegetable daily recommendation,
- o best ways to help reduce risk of chronic diseases,
- o recommended amount of moderate-intensity physical activity adults should get daily,
- o level of intensity of physical activity that makes you breath hard and sweat, and
- o six steps for community empowerment.

#### Beliefs and Self-efficacy

Study respondents were asked four questions to determine whether they associated eating the recommended amount of fruit and vegetables and meeting the recommended amount of physical activity daily with health benefits. Women were asked to indicate their level of agreement with a series of statements:

- o that their family's health will benefit if they serve more fruits and vegetables,
- o that they may develop health problems if they do not eat enough fruits and vegetables,
- o that their family's health will benefit if they are more physically active, and
- o that they may develop health problems if they are not physically active.

As a measure of self-efficacy beliefs, women were asked their level of confidence, on a scale of 1(not confident) to 10 (very confident), that they could perform a variety of behaviors. Responses were combined into four confidence levels for the following behaviors:

- o they can prepare a healthy recipe that includes at least 1½ cup of fruits or vegetables per serving,
- o they can remember the importance of eating fruits and vegetables when eating away from home,
- o they can buy more fruits next time they shop,
- o they can buy more vegetables next time they shop,
- o they can plan meals or snacks with more fruits,
- o they can plan meals or snacks with more vegetables,
- o they can add more fruits or vegetables as snacks at work,
- o they can find out about how many cups of fruits and vegetables they need every day for good health, and
- o they can use the Fruit and Vegetable Scoreboard to help set a goal to meet their recommended amount of fruits and vegetables.

Self-efficacy measures related to physical activity were the percent highly confident that:

- o they can use the Physical Activity Scoreboard to create a weekly physical activity routine,
- o they can apply the principles of exercise safety to their physical activity routine,
- o they can find out how many minutes of physical activity they need for good health,
- o they could use walking as a form of physical activity at home, and
- o they could use walking as a form of physical activity at work.

Confidence levels were also created based on responses to measures of self-efficacy about community leaderhip:

- o they can identify things in their neighborhood that make it difficult to find and eat fruits and vegetables,
- o they can identify at least one way to overcome those things that make it difficult to find and eat more fruits and vegetables,
- o they can talk with people about the things in their community that make it difficult to find and eat more fruits and vegetables,
- o they can identify things in their community that make it difficult for them to be more physically active,
- o they can identify at least one way to overcome those things that make it difficult to be more physically active, and
- o they can talk with people about the things in their community that make it difficult to be more physically active.

#### **Behaviors**

The targeted health behaviors measured by the evaluation pertained to food purchasing, meal and snack preparation, and consumption of fruits and vegetables in terms of the percentage of women reporting:

- o purchasing more (either "much more" or "a little more") fruit and vegetables over the past 6 weeks,
- o increasing the amount of meals or snacks they prepared with fruit and with vegetables over the past six weeks,
- o increase the number of times fruits or vegetables were ordered as part of a meal or snack when dining out, and
- o the number of times fruits or vegetables were eaten as a meal or snack at work over the past six weeks.

The California Health Interview Survey (CHIS) approach for measuring fruit and vegetable consumption was measured by compiling responses to a series of seven questions about consumption of various "types" or "groupings" of fruit and vegetables during the past month. The results were used to classify women as eating at least 3.5 cups of fruit and vegetables a day.

Physical activity was measured as the percentage of women physically active for at least five days a week.

#### 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in one school district.

The target audience for this study was low-income, African American women in four California cities: Los Angeles, Oakland, Fresno and Sacramento. Women were qualified to participate if they were African American and between the ages of 18 and 54. Women with diabetes, on strict medically prescribed diets, or enrolled in formal weight management programs were ineligible because of potential inability to change fruit and vegetable consumption levels. The same eligibility criteria for the treatment group applied to the control group.

A variety of recruitment methods was utilized including: telephone contact of lists of potentially eligible participants from in-house databases of our subcontractors as well as community collaborators of the *Network*, flyer distribution, announcements in programs expected to have a high concentration of eligible candidates, and highly targeted, inperson intercepts at appropriate locations. Across the four regions, 156 randomly assigned women completed the post-surveys for the treatment group, and 171 post surveys were completed for the control group. Demographic characteristics of women

<sup>&</sup>lt;sup>1</sup> This same approach is used by the California Health Interview Survey (CHIS) a statewide survey conducted by the UCLA Center for Health Policy Research in collaboration with the California Department of Public Health, the Department of Health Care Services and the Public Health Institute.

across the two samples were compared; there were no significant differences between the two.

#### 4. Assignment to intervention and control or comparison conditions

#### a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

The unit of assignment to intervention and control groups was individual women.

## b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

The study design was quasi-experimental; before and after surveys were completed by a sample of women (treatment group) who attended six one-hour Toolbox classes, and a sample of women (control group) who did not receive the intervention.

Participants were randomly recruited to either the control or treatment group and were not informed that the other was an option. In circumstances in which in-person intercept or recruiting from an existing group occurred, all women from one location were recruited to the same group.

# c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

At the start of the intervention, there were a total of 199 pre-surveys completed for the control and 186 for the treatment. In total, there were 171 post-surveys completed for the control group and 156 for the treatment group. The retention rate for women in the treatment group was 84% and 86% for the control group. For the treatment group, only post-surveys completed by individuals who attended at least 5 classes were included in this retention calculation. Data from individuals who missed more than one intervention session were excluded from analysis.

#### 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

See response to item #2 above for a description of the measures used. The impact data were collected through self-report using a self-administered written standardized survey instrument.

# a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Data were collected from study respondents at two points in time over a six-week period. Field sub-contractors administered the pre-survey to treatment women prior to the first lesson. The post-survey was administered to the treatment groups following the final lesson. Women in the control group completed surveys six weeks apart, at different times in the same week as the treatment group.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

The primary analysis examined change over time in the main outcome measures within the treatment and control groups. Dependent t-tests and chi-square tests for repeating measures were used to test for significant differences between the pre- and post-survey results. Analysis was conducted on the 156 treatment the 171 control women who completed both the pre- and post-surveys.

#### Knowledge

- There was evidence of the intervention's effectiveness on increasing participants' nutrition and physical activity-related knowledge. On all of the knowledge-related measures, there was a significant increase over time in the percent of treatment women who correctly answered questions related to the:
  - o recommended amounts of fruits and vegetables adults should eat each day for good health (22 to 41 percent),
  - o number of cups equivalent to a handful of fruit and vegetables (36 to 49 percent),
  - o three factors that determine a person's fruit and vegetable daily recommendation (24 to 47 percent)
  - o best ways to help reduce risk of chronic diseases (79 to 89 percent)
  - o recommended amount of moderate-intensity physical activity adults should get daily (72 to 84 percent)
  - o level of intensity of physical activity that makes you breath hard and sweat (50 to 82 percent).

- Among the control women, there was a significant increase in only one measure with the percent who correctly answered the recommended amount of fruits and vegetables adults should eat daily increasing from 25 to 34 percent.
- While treatment women demonstrated significant increases in the nutrition knowledge, it is important to note that fewer than half of the women, treatment and control, correctly answered questions about consumption recommendations and serving size on the post survey.
- On the community leadership knowledge measure, there was no evidence of effects. Only 43 percent of women in both groups were able to correctly identify six steps for community change on the post-test, and there was no significant difference over time in the percentage of women who were able to do so.

#### **Self-Efficacy Beliefs**

- Data indicate that the Toolbox sessions were effective in increasing participants' beliefs about the importance of healthy eating and physical activity. There were significant increases in the percentage of women in the treatment group who strongly agreed with provided statements on all four measures on this topic:
  - o that their family's health will benefit if they serve more fruits and vegetables (77 to 90 percent),
  - o that they may develop health problems if they do not eat enough fruits and vegetables (49 to 69 percent),
  - o that their family's health will benefit if they are more physically active (70 to 85 percent), and
  - o that they may develop health problems if they are not physically active (49 to 67 percent).
- After attending the Toolbox sessions, women reported stronger self-efficacy beliefs on all measures related to nutrition and community leadership. Women were asked their level of confidence, on a scale of 1(not confident) to 10 (very confident), that they could perform a variety of behaviors. Responses were combined into four confidence levels with high confidence represented by a 9 or 10. Over time, significant increases were observed in the percent of treatment women who were highly confident but not among the control women on all 9 healthy eating related measures;
  - o they can prepare a healthy recipe that includes at least 1½ cup of fruits or vegetables per serving (61 to 78 percent),
  - o they can remember the importance of eating fruits and vegetables when eating away from home (60 to 76 percent),
  - o they can buy more fruits next time they shop (69 to 82 percent),
  - o they can buy more vegetables next time they shop (74 to 84 percent),
  - o they can plan meals or snacks with more fruits (62 to 74 percent),
  - o they can plan meals or snacks with more vegetables (58 to 75 percent),
  - o they can add more fruits or vegetables as snacks at work (55 to 76 percent),

- o they can find out about how many cups of fruits and vegetables they need every day for good health (66 to 80 percent), and
- o they can use the Fruit and Vegetable Scoreboard to help set a goal to meet their recommended amount of fruits and vegetables (56 to 70 percent).
- Significant increases were also observed among the percentage of treatment women who were highly confident across all six measures of self-efficacy about community leadership:
  - o they can identify things in their neighborhood that make it difficult to find and eat fruits and vegetables (46 to 65 percent),
  - o they can identify at least one way to overcome those things that make it difficult to find and eat more fruits and vegetables (51 to 65 percent),
  - o they can talk with people about the things in their community that make it difficult to find and eat more fruits and vegetables (41 to 59 percent),
  - o they can identify things in their community that make it difficult for them to be more physically active (53 to 62 percent),
  - o they can identify at least one way to overcome those things that make it difficult to be more physically active (46 to 66 percent), and
  - o they can talk with people about the things in their community that make it difficult to be more physically active (44 to 62 percent).
- Results from physical activity related self-efficacy measures were mixed. There was evidence of effects on three of the five measures in this section. Significant increases over time were observed in the percentage of treatment women who were highly confident but not of control women for the following items:
  - o that they can use the Physical Activity Scoreboard to create a weekly physical activity routine (42 to 57 percent),
  - o that they can apply the principles of exercise safety to their physical activity routine (52 to 70 percent), and
  - o that they can find out how many minutes of physical activity they need for good health (69 to 81 percent),

While the percentage of treatment women who were highly confident they could use walking as a form of physical activity at home and at work increased over time, the change was not statistically significant.

#### Behaviors

There is strong evidence that the intervention was effective in changing participants' targeted health behaviors. There were significant changes, over time, in purchasing behaviors, meal and snack preparation, and in the actual consumption of fruits and vegetables by women who attended the Toolbox sessions, while no significant changes were observed, over time, among the control women.

O A significantly greater percentage of treatment than control women reported purchasing more (either "much more" or "a little more") fruit (90 compared to 68 percent) and vegetables (86 compared to 75 percent) over the past 6 weeks.

- Treatment women were also significantly more likely than control women to report an increase in the amount of meals or snacks they prepared with fruit (83 compare to 67 percent) and with vegetables (86 compare to 75 percent) over the past six weeks.
- o Treatment women were also significantly more likely than control women to report an increase in the number of times fruits or vegetables were ordered as part of a meal or snack when dining out (76 compared to 64 percent) and the number of times fruits or vegetables were eaten as a meal or snack at work (85 compare to 66 percent) over the past six weeks.
- O Based on responses to a series of seven questions, the percent of treatment women eating at least 3.5 cups of fruit and vegetables a day increased significantly from 12 to 31 percent from the pre to the post surveys. There was a small increase among the control women, as well, from 18 to 22 percent, although it was not significant.
- There was also a large increase in the percentage of women physically active for at least five days a week after participation in the Toolbox sessions (34 to 59 percent) but no significant change among the control women (36 to 42 percent).

#### 7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Field Research Corporation. *An Evaluation of The Fruit, Vegetable and Physical Activity Toolbox for Community Educators*. The Public Health Institute, Department of Public Health, The Network for a Healthy California. January 2008.

Contacts within the *Network for a Healthy California* include Barbara MkNelly, Research and Evaluation Unit, (916) 552-9938, Angela Dennis, *African American Campaign* (916) 552-9938 and Ignacio Romero, *Latino Campaign* (916) 449-5435.

#### 3. ANNUAL BENCHMARK SURVEY OF MEDIA IMPACT-FFY 08 Final Report

#### **Section II. Final Report Summary for Evaluations.**

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

#### 1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

#### Annual "Benchmark Survey" conducted by Field Research Corporation

(Note: Data from FFY 07 was added to this year's Benchmark Survey Report. Data from FFY 08 will be reported in the FFY 09 Report.

#### **Background**

The California Department of Public Health – *Network for a Healthy California* (*Network*) has been actively promoting healthy eating and physical activity to various FSNE-eligible audiences for a number of years. A centerpiece of this effort has been a statewide advertising/communications campaign targeted to low-income mothers and their preteen children. In 2004, the *Network* competitively selected a new media contractor, Runyon, Saltzman & Einhorn of Sacramento, to assist with a three-year communications campaign, and has since awarded this firm a second three-year contract.

In order to assess the campaign's effectiveness as well as exposure to local agency interventions promoting healthy eating and physical activity, Field Research Corporation was sub-contracted to conduct a series of annual target audience surveys to collect baseline data for the 2004 campaign, and subsequent tracking data collected for the 2005, 2006, and 2007 campaigns. This summary draws from the March 2008 Report which provides 2004-2007 data (4 years).

Portions of the survey for the  $\leq$ 130% FPL population were FSNE-funded. Alternative funding was used for comparative population segments  $\geq$ 130% FPL. Expenditures for the 2004 baseline survey were \$385,050. Expenditures for 2005, 2006, and 2007 were \$400,365, \$377,720, and \$336,695 respectively. The sample size and population segments varied year to year, explaining cost fluctuation.

#### 2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

The surveys were designed to yield data on recall of recent paid advertising as well as knowledge, attitudes, beliefs and behaviors, and rates of exposure to other interventions promoting healthy eating and physical activity. The specific objectives of the baseline and tracking surveys were to assess:

- The recall rate of campaign advertising messages aired in the Fall of 2004, 2005, 2006, and 2007. (Respective surveys took place in early FFY05, FFY06, FFY07, and FFY08).
- The extent of target audience exposure to other interventions that promote healthy eating and physical activity.
- Levels of basic knowledge about healthy eating and physical activity, as well as social normative and other relevant beliefs.
- The proportion of FSNE-eligible California women who reported adopting behavioral recommendations of the *Network for a Healthy California* eating and physical activity.

#### 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

#### Californians Sampled in Benchmark Surveys, 2004-2007

2004 Study	2005 Study	2006 Study	2007 Study
Current FSP	FSP current recipients	FSP current recipients (in	FSP current recipients (in
participants	(in past 3 months) ages	past 3 months) ages 18-54	past 3 months) ages 18-54
	18-54 who are mothers <sup>2</sup>	who are mothers of	who are mothers of
	of children ages 0-18	children ages 0-18	children ages 0-18
Low-income <sup>1</sup>	Low-income women	Very low-income <sup>3</sup> women	Very low-income <sup>3</sup> women
mothers of children	ages 18-54 who are	ages 18-54 who are	ages 18-54 who are
ages 0-14	mothers of children	mothers of children ages 0-	mothers of children ages 0-
	ages 0-18	18 (≤130% FPL, not	18 (≤130% FPL, not
	(≤185%FPL)²	receiving FS) and low-	receiving FS) and low-
		income women ages 18-54	income women ages 18-54
		who are mothers of	who are mothers of
		children 0-18 living in HHs	children 0-18 living in HHs
		131-185% FPL.	131-185% FPL.
General adult	General population	No general population	General population women
population, ages 18	women ages 18-54 who	sample.	ages 18-54 who are
and older, male and	are mothers of children		mothers of children ages 0-
female	ages 0-18 (>185%		18 (>185% FPL).
	FPL)		
Children ages 9-11	Children ages 9-11	Children ages 9-11 from	Children ages 9-11 from
from low-income <sup>1</sup>	from low-income <sup>1</sup>	very low-income <sup>3</sup> families	very low-income <sup>3</sup> families
families	families (≤185% FPL)	(≤130% FPL)	(≤130% FPL)

Respondents were required to report annual household incomes  $\leq 185\%$  of the Federal Poverty Level (FPL) for the year of the Survey.

<sup>&</sup>lt;sup>2</sup>To match the *Network* target audience.

<sup>3</sup> In FFY07, U.S. Department of Agriculture (USDA) funding guidance dictated a further composition change to the survey samples. The *Guidance* limited funding of surveys to populations who meet FSP eligibility criteria, i.e., those with annual household incomes at or below 130% FPL. This had no impact on the Food Stamp sample, but the general population was eliminated and the income eligibility criteria were reduced from 185% of FPL to 130% of FPL for the adult and child low-income samples thereby eliminating the FSNE-eligible persons in this income range. The 2006 and 2007 samples are made up primarily of these very low-income mothers. External funds were found to query a small sample of FSNE-eligible women with incomes between 130-185% FPL. The 2007 sample also includes a small sample of mothers >185% FPL, also funded by external sources.

#### 4. Assignment to intervention and control or comparison conditions.

#### a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

Not applicable. This tracking survey compares results across various Food Stamp Nutrition Education (FSNE)-eligible target groups. The survey sampling methodology was as follows:

#### **Food Stamp Recipients**

Data each year were collected using computer-assisted telephone interviewing (CATI) techniques for the Food Stamp mother samples. In 2004, the sample was drawn from the CDPH/DSS list of current Food Stamp recipients, including men and women. Given the change in the definition of the 2005 study populations, the 2004 adult data were reanalyzed to limit findings to comparable populations. In 2005 and 2006, the listed sample was used to identify current female FSP participants. This telephone method was very cost-effective. In addition, because it was possible to screen the list of Food Stamp recipients by age and gender, considerable efficiency was achieved with the Food Stamp sample. In 2004, 536 Food Stamp recipients met the new eligibility criteria (female age 18-54) and were included in the re-analyses. In 2005, 996 interviews were completed with Food Stamp recipients, and 1,000 interviews were completed in 2006 and 2007.

#### **Low-Income Mothers**

Unfortunately, there is no cost-effective approach for sampling low-income mothers and children on a household basis, so the decision was made in 2004 to survey these populations through face-to-face interviews in shopping malls identified as being located in low-income areas. This permitted a high concentration of qualified potential respondents to be identified. While the *Network* is conscious of the shortcomings of the intercept design (*e.g.*, the inability to formally generalize findings to the populations being studied) and the potential problems presented by mixing data collection modes across the surveys, budget and efficiency concerns took precedence. A total of 1,000 adult interviews and 400 child interviews were completed in malls in 2004 and 2005. In 2006, 1,300 interviews were completed with low-income mothers (1,000 at or below 130% FPL and 300 with incomes between 130%-185% FPL) and 400 with

low-income children. In 2007, the sample of low-income mothers increased slightly to 1,400 (1,000 at or below 130% FPL and 400 between 130-185% FPL). The addition of the low-income moms with incomes in the 130%-185% FPL range was done in order to better explore differences between the two income segments of FSNE-eligible households (again, with supplemental non-FSNE funding). A sample of 400 women >185% FPL was also surveyed.

**b.** Describe how assignment to intervention and control groups was carried out. Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Not applicable.

# c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

Not applicable. See sampling methodology and sample sizes described above.

#### 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

All data were collected through self-reports. The adult survey included the following impact areas.

#### **Advertising recall**

Unaided and aided recall of *Network* television, radio and outdoor ads. Unaided recall involves no prompting to remember all or some elements of the ads. To measure aided recall, brief prompts describing the ads are used. To discount for "yea-say" (false affirmative), a prompt of a non-existent ad is given.

#### **Exposure to other interventions**

Respondents' exposure to other *Network*-sponsored efforts to increase fruit and vegetable consumption and physical activity was measured. This included distribution of brochures, posters and other similar communication products, classes and workshops, food demonstrations, and health fairs.

#### Fruit and vegetable consumption

Data on fruit and vegetable consumption were collected by using the CDC's Behavioral Risk Factor Surveillance Survey (BRFSS) measure.

Behavior change readiness was measured using instruments based on Prochaska's transtheoretical model. The model categorizes individuals into one of five stages of change: pre-contemplation, contemplation, preparation, action and maintenance. Two standardized behavioral measures (recommended by the National Cancer Institute's Behavioral Change Consortium) were incorporated into the stages of change assessment, one for fruit and vegetable consumption and one for physical activity.

#### Physical activity practices

Physical activity was measured using a series of questions patterned on the BRFSS physical activity module, a self-report measure of the number of minutes per day, and days per week that a person engages in physical activity.

#### Parent-child support behaviors

Data were collected on whether parents discuss the benefits of healthy eating and physical activity with their children and whether they take other concrete steps to make healthier behaviors easier for their children to adopt. Examples included having cut and washed fruit ready for them to eat and taking them to sports practice.

#### **Knowledge levels**

Respondents were asked to name the recommended number of daily fruit and vegetable servings and amount of weekly physical activity for adults. Respondents were asked a series of questions to assess their knowledge about the relationship between eating fruits and vegetables, being physically active, and chronic disease and obesity.

#### Social normative beliefs

Respondents were asked a series of questions regarding their social normative beliefs related to eating fruits and vegetables and being physically active. Respondents were also asked their opinion about the seriousness of the obesity problem in California.

#### **Self-efficacy beliefs**

The self-efficacy items were based on those developed by Stables and pertained to a respondent's confidence in ability to eat 5 or more servings of fruits and vegetables a day and confidence in ability to be physically active for at least 30 minutes a day.

#### Other barriers and perceived benefits to behavior change

Respondents were asked whether they agreed with a series of statements about the barriers and benefits associated with eating fruits and vegetables and being physically active.

# a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

In order to capture data for advertising for each federal fiscal year ending in September, the surveys are conducted in the early part of the following federal fiscal year. Thus, the Baseline was conducted in the fall of 2004 (FFY05); second year data were collected between December 2005 and January 2006 (FFY06); third year data were collected between October and December 2006 (FFY07); fourth year data were collected between September and November 2007 (FFY08). For the purpose of correlating collected data to the appropriate advertising campaign activity, the campaign year and not the federal fiscal year is used to define all data timeframes.

Advertising ceased in October or early November prior to fielding each survey.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

#### **Overview of Advertising Campaigns**

In order to gain full perspective of the findings from the annual surveys, a summary of advertising campaigns for each fiscal year is as follows:

#### 2004 Survey (advertising appeared during the 2004 calendar year)

During the first half of 2004, ads developed by the *Network*'s former advertising agency aired for approximately six weeks on TV and radio in Fresno, Los Angeles, Monterey, Sacramento, San Diego, and San Francisco. Separate creative campaigns were tailored to three low-income targets described as a) multi-cultural English language b) Latino Spanish language c) African America.

While the primary strategy for each ad campaign was to increase fruit, vegetable and physical activity consumption, the positioning was different for each. See Exhibits I through IV for advertising storyboards.

1 <sup>st</sup> Half 2004 Creative Strategies			
Target	Commercial Title	Positioning	
Multi-Cultural English Language	One Size Fits All, Children's Future	Obesity Prevention	
Latino Spanish Language	Reasons	Family Togetherness	
African American	Beauty Produce	Beauty/Health Benefits	

During the second half of 2004, 11 weeks of TV and 6 weeks of radio ran in the same markets, and a significant amount of outdoor advertising was added to the media mix. The creative strategy was modified to a single-minded positioning of preventing childhood obesity. Increased consumption of fruits and vegetables and physical activity were underlying support points. "The Figures Don't Lie" was the predominant tagline.

2nd Half 2004 Creative Strategies				
Target Commercial Title Positioning				
Multi-Cultural English Language	Paper Dolls, School Daze	Childhood obesity prevention		
Latino Spanish				
Language	Paper Dolls	Childhood obesity prevention		
African American	Paper Dolls, School Daze	Childhood obesity prevention		

A dedicated *Power Play*! children's advertising campaign ran for six weeks on TV in Bakersfield, Los Angeles and Santa Barbara, and on Radio Disney in Fresno, Los Angeles, Sacramento and San Francisco during the first half of 2004. The creative strategy focused on the health and taste benefits of increased fruit and vegetable consumption in an upbeat spot entitled Backstage, featuring Disney celebrity, Lalaine. See Exhibit V for a storyboard of Backstage. In the second half of the year, the market list was expanded to include Bakersfield, Chico, Eureka and San Diego. TV advertising increased to approximately 10 weeks. Radio Disney was also utilized for approximately 8 weeks.

#### 2005 Survey (advertising appeared during the 2005 calendar year)

Advertising commenced in August, 2005, following several months of strategic and creative development. An advertising campaign entitled "Front Lines" was created to call out the health risks of childhood obesity. The campaign targeted low-income English- and Spanish-language women with children, and it highlighted increased consumption of fruits, vegetables and physical activity. "Childhood Obesity, Don't Take It Lightly" was the tagline. See Exhibit VIII and IX for Front Lines storyboards.

Media plans were tailored by market to address FSNE audience size, income levels, and ethnic population profiles in Bakersfield, Chico, Eureka, Fresno, Los Angeles, Monterey, Sacramento, San Diego and San Francisco. English- and Spanish-language TV, Spanish-language radio, African American-targeted radio and significant levels of English- and Spanish-language outdoor were used in various combinations.

2005 Creative Strategy				
Target Commercial Title Positioning				
Multi-Cultural English Language	Front Lines Doctor, Teacher	Childhood obesity prevention		
Latino Spanish Language	Front Lines Pediatra, Maestra	Childhood obesity prevention		

African American	Front Lines Doctor	Childhood obesity prevention
------------------	--------------------	------------------------------

Due to stricter FNSE guidelines issued by USDA in FFY05, advertising to children was eliminated.

## 2006 Survey (advertising appeared during the 2006 calendar year)

Front Lines continued to run in 2006, with approximately 15 weeks of English-and/or Spanish-language TV in Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs, Sacramento and San Diego. Eleven weeks of Spanish-language radio ran in Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs and San Diego. A significant level of English- and/or Spanish-language outdoor also ran in most markets.

The *Network* chose not to develop a dedicated media plan targeted to African American women based on research showing a significantly higher viewing level of TV programming purchased for *Network* advertising among this audience relative to other populations. African American radio was also eliminated from the media plan due to the difficulty of justifying low-income levels of station listeners per FSNE *Guidance*.

While low-income African American women are a primary target for the *Network*, findings from the 2005 survey indicated this segment had the highest awareness of the Front Lines ad campaign, supporting the decision to not provide incremental advertising support. High awareness may be due to an African American woman playing the role of the Front Lines Doctor for both TV and outdoor advertising.

2006 Creative Strategy						
Target Commercial Title Consumer Proposition						
Multi-Cultural English Language	Front Lines Doctor, Teacher	Childhood obesity prevention				
Latino Spanish Language	Front Lines Pediatra, Maestra	Childhood obesity prevention				

## 2007 Survey (advertising appeared during the 2007 calendar year)

2007 marked a significant turning point for *Network* communications. The *California 5 a Day* brand, which had gained meaningful equity over its nearly 20-year existence, was phased out because of the change in recommended daily consumption of fruits and vegetables prescribed by the 2005 Dietary Guidelines for Americans. Replacing *California 5 a Day* was a new brand -- *Network for a Healthy California*; and new brand identification – Champions for Change. A new look and feel as well as strategic approach to encouraging increased consumption of fruits, vegetables and physical activity, was formulated.

Champions for Change is about consumer empowerment, in essence, providing information, skills, peer support, and motivation so the target audience is enabled to create healthy changes. The core communication strategies are to increase self-efficacy

by building skills, and changing social normative beliefs from "mothers like me aren't concerned about making healthy changes" to "mothers like me all over California are making healthy changes and I want to be like them."

2007 Creative Strategy							
Target							
Multi-Cultural My Kitchen, Our Community Be a Champion for Change for the							
English Language health of your family.							
Latino Spanish	Mi Cocina, Communidad	Be a Champion for Change for the					
Language		health of your family.					

## **Major Findings from the Adult Survey (excerpts only)**

The 2006 Survey was not funded for general market populations, thus only two population segments will be compared in the following findings: a) Food Stamp Moms (FSMs) defined as women with children receiving food stamps b) Low-Income Moms (LIMs) defined as women with children living in  $\leq$ 185% FPL households, not receiving food stamps.

#### **Advertising Recall**

Total recall of *Network* advertising was consistently higher among FSMs versus LIMs. Recall among FSMs increased each year from 2004 to 2006 and then dropped in 2007.

Network for a Healthy California							
Unaided and Aided Recall of Any Nutrition Network Campaign Ad*							
<u>2004 2005 2006 2007</u>							
Unaided and Aided Recall							
Food Stamp Moms	66%	68%	76%	56%			
Low-Income Moms (≤185% FPL)	71%	45%	64%	49%			

<sup>\*</sup>TV, Radio, Outdoor during three months prior to survey Weighted English- and Spanish-language ads.

## **Deductions/Implications**

- The drop in 2007 is most likely due to the introduction of a new brand and new look and feel with which consumers have no familiarity. It is anticipated that 2008 recall will be significantly higher following a second year of the Champions for Change campaign.
- It is not known why awareness dropped in 2005 among LIMs, but it is possible that ads with large FSP snipes (banner with USDA messaging) on outdoor advertising caused some moms not using Food Stamps to discount the message. The snipes were made less prominent in 2006.
- The higher awareness levels among FSMs vs. LIMs may be due to a stronger
  predisposition to health and nutrition-related messaging received through other
  USDA programs such as WIC or to the generally-older ages of FSP women and
  children. WIC is mentioned frequently as a source of nutrition education in

- *Network* focus groups. Increased awareness among FSMs might also be partially due to the USDA Food Stamp Program acknowledgment in all *Network* ads, creating a stronger connection for those receiving food stamps.
- A more refined media plan employing fewer advertising vehicles, greater buy
  efficiencies achieved through successful negotiating techniques, and the
  elimination of children's advertising in 2005 resulted in the ability to purchase
  more weeks and heavier levels of advertising weight directed to FSMs, thus
  contributing to stronger awareness levels.
- Repeating the Front Lines campaign during 2006 led to increased awareness over time. This same result is anticipated in 2008 with the Ownership campaign.

#### **Ethnic Differences**

Recall scores among ethnicities receiving a greater concentration of advertising weight, specifically African American and Hispanic mothers, continue to outpace recall scores of other ethnicities. And, consistent with the table above, trends are higher among FSMs versus LIMs for all ethnicities.

Network for a Healthy California Unaided and Aided Recall of Any Nutrition Network Campaign Ad*									
<u> </u>	on net	work Ca	mpaign	Au					
by Race/Ethnicity									
	2004	<u>2005</u>	<u>2006</u>	2007					
Food Stamp Moms									
African American	68%	76%	84%	59%					
Hispanic	70%	66%	80%	59%					
Caucasian	58%	70%	69%	50%					
All Other	64%	44%	45%	48%					
Low-Income Moms (<185% FPL)									
African American	61%	49%	64%	51%					
Hispanic 70% 48% 70% 50%									
Caucasian	•								
All Other	71%	23%	56%	59%					

<sup>\*</sup>TV, Radio, Outdoor during three months prior to survey

#### **Deductions/Implications**

- The *Network*'s advertising efforts to target low-income African American and Latino women with children are working.
- The *Network*'s 2004 strategy to focus on a single-minded, multi-lingual message targeted to mothers of all colors as opposed to executing separate messaging tailored to different ethnicities allows for a much stronger, cohesive presence when in advertising.

## **Regional Differences**

Geographic measures indicate that recall is highest in *Network* Regions that receive significantly higher levels of advertising, as opposed to media markets with minimal advertising.

Network for a Healthy California Unaided and Aided Recall of Any Network Campaign Ad by Geographic Region						
2006 2007						
FS Low-Inc. FS Low-Inc						
<b>Highest Advertising Level</b>	<u>Moms</u>	<u>Moms</u>	<u>Moms</u>	<u>Moms</u>		
Los Angeles	89%	80%	54%	39%		
Inland Empire	77%	77%	54%	39%		
Central Valley	76%	71%	60%	35%		
Low Advertising Level	Low Advertising Level					
Orange County/San Diego <sup>1</sup>	59%	38%	NA	NA		
Bay Area (San Francisco)	49%	38%	25%	23%		
Other California Counties	57%	69%	46%	35%		

1: The Benchmark Survey combines Orange County and San Diego into one region. However, Orange County is part of the Los Angeles media market and, therefore, most likely has much higher recall than San Diego, which receives relatively low advertising levels due to this market's overall higher median income and related non-conformance to USDA *Guidance*.

## **Knowledge Levels**

The majority of FSMs and LIMs strongly agree that being overweight or obese can cause serious health problems.

"Being overweight or obese can cause serious health						
problems like diabetes, cancer or heart disease."						
Strongly Agree						
	<u>2004 2006 2007</u>					
Food Stamp Moms	94%	94% 93% 94%				
Low-Income Moms (<185% FPL)	86%	82%	82%			

"Being overweight or obese is a serous problem among children in California."				
Strongly Agree				
	<u>2004 2006 2007</u>			
Food Stamp Moms	77%	83%	84%	
Low-Income Moms (<185% FPL)	76%	76%	77%	

Only about half of FSMs and LIMs strongly disagree that fruit and vegetable consumption does *not* reduce the risk of chronic diseases, and most mothers strongly agree that being physically active helps reduce the risk of serious disease.

"Eating fruits and vegetables does <u>not</u> reduce your risk of getting diseases like diabetes, cancer or heart disease."					
	Strongly Disagree				
	2004 2006 2007				
Food Stamp Moms	45% 56% 55%				
Low-Income Moms (<185% FPL)	56%	56%	51%		

"Being physically active will help reduce your risk of getting					
diseases like diabetes, cancer or heart disease."					
	Strongly Agree				
	FFY05 FFY06 FFY07				
Food Stamp Moms	80% 83% 82%				
Low-Income Moms (<185% FPL)	74%	70%	72%		

Additionally, significantly fewer FSMs and LIMs are knowledgeable about the specifics of recommended prevention behaviors. In 2006, 40% of FSMs and 50% of LIMs did not know the recommended number of daily servings of fruits and vegetables, and approximately two-thirds did not know what the physical activity recommendation was. In 2007, knowledge of recommended daily servings of fruits and vegetables declined dramatically.

Knowledge of Recommended Daily Servings of Fruits and Vegetables an Adult Should Eat Every Day for Better Healthy					
	5 or More Servings*				
2004 2005 2006 200					
Food Stamp Moms	60%	57%	60%	24%	
Low-Income Moms (<185% FPL)	56%	53%	50%	12%	

<sup>\*</sup>Although the 2005 Dietary Guidelines for Americans changed the recommended daily consumption of fruits and vegetables from 5 a day to varying cup quantities based on gender, age, and physical activity level, this measure has not been changed in order to facilitate yearly tracking and because a new measure addressing recommended daily consumption has not been validated.

Knowledge of Recommended Minutes and Days a Week an Adult Should Be Physically Active					
At Least 5 Day a Week, and At Least 30 Minutes					
2004 2005 2006 200					
Food Stamp Moms	30%	31%	32%	33%	
Low-Income Moms (<185% FPL)	35%	33%	32%	34%	

Since the 5 a Day brand and messaging was discontinued in 2007, a decline in knowledge about recommended daily servings upon which this measure is based is not surprising. Unfortunately, rebuilding such knowledge based on the 2005 Dietary Guidelines for Americans is lacking among low-income women with children. In 2007, only 23% of FSMs and 15% of LIMs were aware of new guidelines. Of those aware, a variety of resources were named to find out what the Guidance say for them, personally.

Network for a Healthy California				
Awareness of Revised Dietary Guidelines for Americans				
	Low-Inc. Moms		Food Stamp Moms	
	2006	2007	2006	2007
Yes, aware	17%	15%	20%	23%
No, not aware	78%	82%	80%	77%
Don't know	5%	3%	_	2%

	inem, Pe	Network for a Healthy California  Among Those Aware of the Revised Dietary Guidelines for Americans, Where Would Go to Find Out What Guidelines Say for Them, Personally			
Low-Inc. Moms		Food Stamp Moms			
2007	2006	2007			
18%	7%	8%			
2%*	15%	26%			
17%	18%	19%			
44%	46%	33%			
5%	<1%*	_			
2%*	1%*	1%*			
23%	11%	9%			
8%	6%	6%			
6%	<1%*	<1%*			

#### **Deductions/Implications**

- While the measure about strongly disagreeing that eating fruits and vegetables does not reduce chronic diseases is a double negative and therefore more difficult to answer, the *Network* feels only moderate "correct" responses is an indication that this is an area needing to be addressed in communications.
- Messaging more strongly linking increased fruit and vegetable consumption to chronic disease prevention will continue, as will interventions that educate consumers about recommended daily consumption of fruits and vegetables and physical activity. High rates of diet- and physical activity-related chronic diseases, as well as their increasing prevalence among children and youth, are major health concerns among FSNE-eligible adults.

In recognition of these implications, the *Network* has been exploring and producing more information-intense interventions for the FSNE audience, including Harvest of the Month; the 2006 and new 2009 Food Stamp Office Resource Kit; the 2007 and 2009 Direct Marketing Campaigns; the <a href="https://www.cachampionsforchange.net">www.cachampionsforchange.net</a> Web site; the widely-distributed fruit and vegetable slide guide; and the Fruit and Vegetable and Physical Activity Empowerment brochures.

## **Self-Efficacy Beliefs**

For the 2007 Benchmark Survey, it was decided to move away from previous measures of self-efficacy which were limited and tied to stages of change behavioral measures, and add new ones. A combined nutrition-related measure was created and is based on responses to six agree/disagree statements, each capturing a different idea related to fruit and vegetable consumption. Unfortunately, analyses of these data render what we believe to be inadequate findings. New measures were developed for the 2008 Benchmark Survey and will be reported in the FFY09 Final Report.

As a placeholder, the following is what was reported in the FFY07 Final Report and which helped direct the 2007 and 2008 communication campaign:

The data on self-efficacy suggest that the majority of FSMs and LIMs who recently made healthy changes related to fruit and vegetable consumption and physical activity or were considering doing so in the next six months believed they were able to do so. However, for those with a high degree of confidence in their ability, the numbers dropped significantly.

For example, in 2006, 86% of LIMs said they could follow the *Network* recommendation for fruit and vegetable consumption, but the proportion that was very sure was only 50%. The data were similar for FSMs: 71% said they could follow the recommendation, but only 31% said they were very sure of their ability to do so. For the physical activity recommendation, the pattern is similar: while about 90% of mothers in both samples said they could adopt it, far fewer (55-60%) said they were very sure they could.

Confidence in Ability to Eat 5 or Day If Not Currently Eating	_		•
	Sure		
	<u>2004</u>	<u>2005</u>	<u>2006</u>
Food Stamp Moms	76%	74%	71%
Low-Income Moms (<185% FPL)	81%	82%	86%
		Very Sure	
Food Stamp Moms	32%	33%	31%
Low-Income Moms (<185% FPL)	37%	41%	50%

Confidence in Ability to Be Physically Active for At Least 30 Minutes a Day			
		Sure	
	<u>2005</u>	<u>2006</u>	<u>2007</u>
Food Stamp Moms	82%	86%	88%
Low-Income Moms (<185% FPL)	90%	90%	91%
		Very Sure	
Food Stamp Moms	51%	54%	55%
Low-Income Moms (<185% FPL)	58%	55%	60%

#### **Deductions/Implications**

• This key finding played a significant role in the development of the *Network's* 2007 Champions for Change Ownership campaign, which is designed to increase self-efficacy through empowerment. The campaign engages actual FSMs and LIMs to impart inspiration and encouragement to the FSNE target. By "walking the walk," Champion Moms are telling other Moms that "if I can do it, so can you."

#### Additional Key Findings (Data tables not shown)

#### **Exposure to Non-Advertising Interventions**

In the 2007 Benchmark Survey, 74% of FSMs and 65% of LIMs reported exposure to non-advertising interventions in the three months prior to the interview. This compares to 79% of FSMs and 59% of LIMs the year prior. These percentages, which have changed little since the baseline survey, are high and suggest that non-advertising interventions may be reaching as many FSNE-eligible woman with children as *Network* paid advertising, and may be reaching the *Network*'s primary audience of Food Stamp mothers in particular.

Of these other interventions, the most common were printed communication products. The next most common intervention is participation in a class or workshop. Medical facilities and WIC clinics were the most commonly mentioned information source. Grocery stores were mentioned more frequently than in previous years.

In addition to these products distributed through community channels, many parents across the two low-income audiences reported exposure to printed materials brought home from school by their children. And, 4% of both the FSMs and LIMs mentioned that they received a brochure/DVD in the mail, which may likely include the *Network* direct mail campaign piloted in Spring of 2007 which was distributed to about 600,000 low-income households in FSNE-qualifying census tracts in six counties.

## Major Findings from the Children's Survey (excerpts only)

### **Advertising Recall**

Aided recall of *Network* advertising increased from 31% in 2005 to 49% in 2006, and back to 38% in 2007. This is less than the 60% recall score at baseline in FFY05. FSNE funding restrictions eliminated television and radio advertising to children starting in 2005.

#### **Exposure To Non-Advertising Interventions**

Nearly all of the 9- to 11-year-olds in our sample (95% in 2006 and 93% in 2007), reported exposure to non-advertising-related interventions in the three months prior to the interview.

### **Behavioral Intentions**

Although no data on eating or physical activity practices were collected from the 9- to 11-year-old respondents, measures were included that gathered information on children's intentions to eat fruits and vegetables. In 2007, 83% said that they would eat fruit and vegetable snacks if they were served at home or school, up from 77% in 2006.

## **Knowledge Levels**

As with the adult surveys, the data on youth knowledge levels are a cause for concern. In 2007, only 28% knew the recommended daily level of fruit and vegetable consumption. This represents no change vs. 2006, but is a decrease from 41% in 2004. It is important to note that the measure is based on 5 servings a day which is no longer accurate, but the only validated measure currently existing. Only 26% knew that at least 60 minutes of daily physical activity is recommended for children, a percentage that has remained stable over time.

#### **Social Normative Beliefs**

There seems to be broad but somewhat weak social support for eating fruits and vegetables. For example, in 2007, 83% completed the statement "most kids my age think that eating fruits and vegetables is..." by selecting the options "a very good thing" or "a good thing". However, the support is somewhat weak as evidenced by the almost even

division between those reporting that the behavior is a "very good" (41%) as opposed to a "good" (42%) thing. Encouragingly, in 2007 social support for fruit and vegetable consumption increased to 83% from 77% in 2006.

#### **Beliefs About Benefits and Barriers**

Eighty-three percent of 9- to 11-year-old respondents agreed that eating the recommended amount of fruit and vegetables "will make them stronger," and increase over 77% in 2006 but still not as high as 93% reported in 2004, when 5 a Day-Power Play! Advertising highlighted this messaging. Two other potential benefits of fruit and vegetable consumption also drew broad agreement: "thinking better in class" (77%) and "keeping from getting fat" (77%). These latter percentages are also down from baseline levels in 2004, but up from 2006 levels (71% and 66% respectively).

In terms of barriers associated with the behaviors, two were tested in the children's survey. One was the idea that "friends would make fun of me" for eating fruits and vegetables, with which 39% agreed in FFY07, a significant increase from baseline of 22%. The other was the idea that physical activity "would make me get hurt," which 359% agreed with in FFY07, up from 35% in 2006.

## **Self-Efficacy**

In 2007, the vast majority of 9- to 11-year-olds felt a sense of self-efficacy about being able to eat the recommended amount of fruit (83%) and vegetables (77%) every day. This represents no change for fruit, but an increase from 69% for vegetables. Both measures are still below 2004 Baseline levels (92% fruit/87% vegetables). Large numbers also felt efficacious about asking for someone in the family to buy (89%) and prepare (82%) fruits and vegetables. Eighty-six percent felt able to ask parents to sign them up and take them to organized activities. All of these 2007 levels have improved over 2006, but scores remain significantly lower than the 2004 Baseline year.

#### Conclusion

The annual Benchmark and Tracking Surveys play a significant role in the strategic development of the *Network*'s consumer communication plans. Mining the abundance of rich data and using key findings to develop strategy related to creative development and media planning translates to a smart investment of FSNE funds.

#### 7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Sharon Sugerman, MS, RD; <a href="mailto:sharon.sugerman@cdph.ca.gov">sharon.sugerman@cdph.ca.gov</a>
Susan Pennel; <a href="mailto:susan.pennel@cdph.ca.gov">sharon.sugerman@cdph.ca.gov</a>

Bye, L., Wertlieb, S., and Chang, J. Network for a Healthy California 2007 Tracking Survey, Field Research Corporation, San Francisco, CA. 2007.

Bye, L., O'Connor, S., Hwang, G., and Brown, M. The California Nutrition Network 2006 Tracking Survey, Field Research Corporation, San Francisco, CA. March 2007.

Bye, L., O'Connor, S., Hwang, G., and Brown, M. The California Nutrition Network Survey: Years 2004-2005, Field Research Corporation, San Francisco, CA. 2006.

Bye, L., O'Connor, S., and Barry, S. The 2004 California 5 a Day Benchmark Survey, Field Research Corporation, San Francisco, CA. 2004.



VO: More than half of Californians are overweight or obese.



If you're one of them, finding comfortable clothes is probably a challenge.



Being overweight increases the risk of heart disease, Type 2 diabetes, and cancer.



But you can reduce the risk. Go for a brisk walk every day. Eat fruit for a snack,



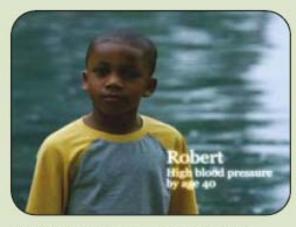
and have a variety of vegetables with lunch and dinner.



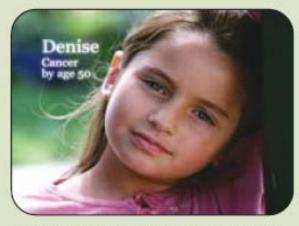
If you don't, that gown comes with some accessories.



VO: These children look healthy - for now.



But they may be heading toward serious health problems later.



And the way they eat today will create their habits for a lifetime.



You can give your kids a better future. Make sure they eat five to nine servings of colorful fruits and vegetables,



and get at least 60 minutes of physical activity every day.



Give your family a healthier tomorrow - today.



MFX: MUSIC THROUGHOUT

SUPER: More smiles.



SUPER: More Energy.



SUPER: Better Health.

VO: Algunas de las muchas razones para comer de 5 a nueve porciones de frutas

V0: Some of the many reasons to eat 5 to nine servings of colorful fruits



y vegetales de diferentes colores y hacer por lo menos 30 minutos de actividad física todos los días.

and vegetables and get at least 30 minutes of physical activity every day.



Es Tan Fácil. It's So Easy.



SUPER: Happiness.



SFX: CANNED GROCERY STORE MUSIC



WOMAN: I need some things from this aisle.



VO: Fruits and vegetables can do a lot more for your health and your looks than you think.



They can even reduce the risks of cancer, Type 2 diabetes and heart disease.



So make sure you eat 5 to nine servings of colorful fruits and vegetables and get at least 30 minutes of physical activity every day.



It's So Easy.



LAIAINE: Hey there, I'm Lalaine. Acting and singing keep me pretty busy. So do you wanna know how I stay on top of things?



I skate. I dance. I play basketball. I also eat lots of fruits and vegetables.



They give me the power and energy to be my best.



Eat five or more servings of colorful fruits and vegetables and get at least 60 minutes of power play every day.



It's So Easy.

SFX: MUSIC INTRO AND CROWD CHEERING.



MFX: LALAINE SINGING











Eating 5 or more servings of colorful fruits and vegetables and being active every day, will help our kids stay healthy and fit. Eat smarter, be active and get healthy California.



With all the talk about being overweight, the advice experts agree on



Because the figures don't lie.



is to eat more fruits and vegetables as part of a healthy diet and be physically active.

## School Daze – Exhibit VII







You talked to your kids about drugs and alcohol.



You even got through that conversation about sex.



Now isn't it time you talked to them about...



lunch?



With all the talk about being overweight, the advice experts agree on is to eat more fruits and vegetables as part of a healthy diet and be physically active. Eating 5 or more servings of colorful fruits and vegetables and being active every day, will help our kids stay healthy and fit. Eat smarter, be active and get healthy California.



DOCTOR: I have this patient, Cheryl.



She's 5 feet, 155 pounds. Type 2 diabetes, high blood pressure...



fairly typical for an overweight woman in her 60's.



What's so upsetting is ... I 'm a pediatrician... and Cheryl is 12.



VO: Too much high-calorie food and not enough physical activity are destroying the health of our children.



So make sure your kids eat lots of fruits and vegetables and get at least an hour of physical activity every day.



For information, call or visit our website.



DOCTOR: Childhood obesity: Don't take it lightly.

## Font Lines Teacher – Exhibit IX



TEACHER: If five kids at school came down with some killer disease, there'd be a huge outcry.



Well, I have five 4th graders who are obese...



it's ruining their health...



and nobody acts like anything's wrong.



VO: Too many fattening foods and not enough physical activity can greatly increase a child's risk of Type 2 diabetes and hypertension.



So make sure your kids eat lots of fruits and vegetables and get at least an hour of physical activity every day.



For information, call or visit our website.



TEACHER: Childhood obesity. Don't take it lightly.

## 2. UC FSNEP – FFY 08 Final Report

## **Section II.** Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than \$400,000) that were completed during the previous year. See pages 6-8 for instructions.

## 1. Name of Project or Social Marketing Campaign

**Adult and Youth Evaluation Project** 

Adult FSNEP Nutrition Education classes of 6-8 lessons (Total Participants 8,834). Lesson content was based on curriculum identified in the 2007/08 plan and used by UC-FSNEP. They include: EFNEP Core Curricula "Eating Smart, Being Active" 8 lesson series, "Making Every Dollar Count" 5 lesson series, "Eating Right is basic" and the UC-FSNEP "Learn at Home" modules (8 lesson series). These curricula focus on the *Dietary Guidelines for Americans* and other key elements such as thrifty shopping food preparation, etc. The classes were taught using the following methods: weekly classes, mini-workshops or mailed information to enrolled participants. The Family Record Form was used to collect demographic information on income level, enrollment in federal programs, number of children, ethnicity and gender, size of community. An on-going evaluation was used to collect pre and post test evaluation results on a sample of the population served.

## **Youth FSNEP Nutrition Education classes of 6-8 lessons (80,837 Total Participants)**

Lesson content for youth was based on curricula identified in the 2007/08 plan and utilized by UC-FSNEP. Key curricula delivered include Cooperative Extension developed and delivered "Reading Across my Food Guide Pyramid" 8 lesson series, "Happy Healthy Me" 9 lesson series, "Farm to Fork K-2 grades" 8 lesson series, "TWIGS" 15 lesson series. These curricula focus on the *Dietary Guidelines for Americans* and other key elements such as the link between healthy eating and physical activity and the relationship between healthy foods and their source, gardens. These curricula were delivered via teacher extenders trained by UC-FSNEP staff to children in FSNE-eligible schools. Teachers delivered curricula based on planned series length.

#### 2. Kev Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

Outcome Evaluation was conducted on 25-100% of all enrolled participants in each county. This is part of the ERS on-going evaluation UC-FSNEP uses for the FSNE Adult program. Preliminary impacts are for the 8,834 enrolled participants (a subset of those served by the entire UC-FSNEP) who were evaluated using pre and post results from the Food Behavior Checklist evaluation instrument described below (see note\*):

- increases in fruit/vegetable consumption (46.8% of FSNE enrolled participants are more likely than non-participants to report that they have increased their fruit and vegetable consumption and variety- an increase from 40% in FFY07)
- decreases in fat consumption (48.3% of FSNE enrolled participants are more likely than non-participants to report that they have decreased their fat consumption an increase from 40% in FFY07);
- decreases in soda drink consumption (41.2% of FSNE enrolled participants are more likely than non-participants to report that they have decreased their soda drink consumption-an increase from 30% in FFY07);

- improvements in food planning, shopping and preparation skills (44.76% of FSNE enrolled participants are more likely than non-participants to report that they have improved in food planning, shopping and preparation skills-an increase from 40% in FFY07);
- improvement in food label comparision and management skills (60.1% of FSNE enrolled participants are more likely than non-participants to report that they have improved in their resource management skills (FFY07 did not report results in this area for comparison from last year); and
- improvement in food safety skills (40.5% of FSNE enrolled participants are more likely than non-participants to report that they have improved in their food safety skills- 40% was also reported in FFY07).

\*Note: The Food Behavior Checklist (FBC) is a 21-item instrument. Six of the 21 questions have been validated: vegetable variety, fruit variety, soda consumption, eating low fat, removing skin from chicken, and selecting healthy food choices. In addition, three food safety questions are needed as a measure of decreasing food borne illnesses. The 21-item FBC provides outcome data on improvements in fruit and vegetable consumption (2 questions), decreases in fat (2 questions), decreases in soda consumption (1 question), improvements in food planning and shopping preparation skills (4 questions) and in food safety skills (3 questions).

## 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

8,340 Adult participants delivered in classroom settings including but not limited to venues such as Food Stamp recruitment sites, recovery programs, low-income housing sites, shelters, food pantries, banks and parents through eligible school locations.

494 adult participants received nutrition education via "Learn at Home" modules.

80,837 youth participants received UC-FSNEP nutrition education via teachers in local schools throughout 36 counties.

Pre/post evaluations were collected on 25-100% of enrolled FSNEP clients. For FFY 08, 8,834 adult clients were evaluated with the Food Behavior Checklist. Of these, 5,585 received 6-8 hours of class instruction (up from 3,758 in FFY07), 2,755 received 3-5 hours of focused lessons on a specific topic (mini-workshop) and 494 received FSNEP lessons through the mail (Learn at Home – lessons sent through the mail to client homes).

#### 4. Assignment to intervention and control or comparison conditions

## a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

The intervention focused on the changes in knowledge, behavior and attitudes of FSNE participants who received 6 to 8 hours on nutrition education lessons by a nutrition education assistant. Lessons on the *Dietary Guidelines for Americans* were taught weekly in groups with group size ranging from 3 to 15 eligible participants. A pre/post test format was used with the pretest designed to be a control for each participant evaluated.

## b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Assignment of intervention was not random. Participants were enrolled based on interest and all participants were given instruction.

## c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

For the adult intervention of direct delivery (class instruction), 8,834 eligible participants were enrolled. Of the 8,834 eligible, 2,300 have matched pre/post test results.

## 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

## a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow up some weeks or months after the intervention ends.

For <u>class instruction</u> (Adult FSNEP lessons), pre/post evaluations measures were collected at baseline (during enrollment into FSNEP) and at graduation (after completing 4-8 weekly lessons). For <u>mini-workshop</u> lessons (3-5 hours in one workshop) pre/post tests on knowledge were conducted before the workshop and immediately after the workshop.

For <u>Home Study</u> lessons (lessons sent via mail to clients homes), pre-tests were done at enrollment and post-tests were done at the follow-up telephone call after completion of program.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

Food Behavior Checklist aggregation on 8,834 enrolled FSNE participants show the following pre and post test results:

- 46.5% of FSNE evaluated participants have increased their fruit consumption and variety from pre test to post test;
- 46.8% of FSNE evaluated participants have increase their vegetable consumption and variety from pre test to post test;
- 48.3% of FSNE evaluated participants have decreased their fat consumption from pre test to post test;
- 37.6% of FSNE evaluated participants remove the skin off chicken from pre test to post test;
- 41.2% of FSNE evaluated participants have decreased their soda drink consumption from pre test to post test;
- 44.7% of FSNE evaluated participants have improved in food planning skills from pre test to post test;
- 40.5% of FSNE evaluated participants have improved their shopping skills from pre test to post test;
- 47.2% of FSNE evaluated participants now shop with a list from pre test to post test;
- 36.8% of FSNE evaluated participants have improved in their resource management skills from pre test to post test;
- 28.5% of FSNE evaluated participants have improved in their food safety skills from pre test to post test

- 52.6% of FSNE evaluated participants now thaw appropriately from pre test to post test
- 37.5% of FSNE evaluated participants now drink lower fat milk.
- 45.9% of FSNE evaluated participants now purchase lower salt content foods when making food purchases.
- 40.8% of FSNE evaluated participants now eat whole wheat bread versus alternatives
- 37.1% of FSNE evaluated participants no longer view healthy foods as being too expensive.

#### 6. (b) Results:

County project sampling of successful interventions and collaborations yielded increases in either participant count and nutrition education delivery. FFY07 focused on youth strategies for better reaching teacher extenders and continuing to develop pathways into school arena for curricula growth. Below are selected segments of the final reports from counties particularly noteworthy in increasing enrollment and access to both children and parent enrollees.

- **Butte County:** Leveraged district level contacts with nutrition directors to better understand and tailor UC-FSNEP approach to meet shared goals of nutrition education delivery and academic programming early in planning cycle. Developed contacts with Food Service Directors within districts to tie in classroom activities and lessons to promotions within Food Service. Planned nutrition education delivery and activities around breakfast/lunch offerings in cafeterias to reach more children; offered taste testing especially around fruits and vegetables that were unfamiliar to the children. Developed and fostered nutrition education links through partnership with local 4-H program promoting locally grown fruits and vegetables/commodities.
- Contra Costa County: As motivation for teachers, created partnerships and identified external grant funding from Food Banks, Farm Bureau's Agriculture in the Classroom and local Food Service directors/District sources within eligible schools to assist with "agriculture and nutrition field trips" for Contra Costa K-5<sup>th</sup> graders. Teachers who signed up and delivered UC-FSNEP's nutrition education curricula for series of 8 lessons became eligible to participate in these annual field trips where UC-FSNEP's garden based nutrition education curricula was highlighted. UC-FSNEP staff delivered nutrition education to the students as they experienced the links to gardening. Costs related to field trip were sourced through partnerships or district funds outside of FSNEP.
- Fresno: Adult County Director and County Advisor focused on developing partnerships and collaborative relationships with Fresno County Employment and Temporary Services programs to deliver nutrition education services; adapted standard modality of UC-FSNEP delivery from 8 one hour lessons to 4 two hour lessons to better enable FSNE enrolled participants to return and complete series. Transportation proves challenging; 8 series lessons conducted by UC-FSNEP can suffer due to failure to complete series (high number required to graduate). Condensing to 2 hour sessions attended 4 times proves statistically the same as the 8 series lesson. Fresno gained approval with District schools to host parent meetings and workshops both before school and afterschool to deliver nutrition education directly to parents making active food choices (purchasing) for targeted youth. Dual focus delivery (nutrition education to children through teachers/nutrition education to parents of same children) is intended to enable educated children's healthy preferences become reality. Parents who receive parallel nutrition education are more likely to purchase and provide healthy alternatives for their children. Youth: Connections with CSU Fresno's education program (teachers in training) produced significant advantages – UC-FSNEP program was introduced to teachers to convey the significance of iterative, session based nutrition education. Familiarity with the program and belief/understanding of the research based value translated to signing up 80 additional teachers to further extend and deliver nutrition education to eligible children. Further, Fresno has approached Teacher extender delivery with a new marketing approach where second year teacher extenders are entitled to monthly "Time out Taste Testings" which are tied to harvest of the month offerings promoted via the *Network for a Healthy*

*California*. Fresno has adapted a monthly wall calendar including all time reporting documentation, nutrition messaging, newsletters and UC-FSNEP available curricula to assist teacher planning. Fresno continues to evaluate all eligible schools that have received garden grants from the California Department of Education and plan to use this medium as a means to introduce nutrition education into the schools via either Farm to Fork; TWIGS or Nutrition to Grow On.

- Monterey/Santa Cruz Leveraged current openings through Wellness Works requirements to gain
  access to district wide administrative staff meetings. Presented "Shining stars of Monterey / Santa Cruz
  Counties" via teacher newsletters and monthly lesson updates; established best practices and peer
  interest in curricula delivery and generated excitement and satisfaction with the student responses and
  results. Adapted teacher trainings towards personalized collaborative approaches.
- San Joaquin County: Adult San Joaquin's largest programming successes were generated as a function of collaborative relationships within the San Joaquin community base. San Joaquin partnered with the following agencies and initiatives: "Healthy San Joaquin", STEPS to a Healthier San Joaquin (SJC Public Health Services), Hunger Taskforce of San Joaquin County (Emergency Food Bank and Catholic Charities), Select San Joaquin (SJC Agricultural Commission) and Housing Authority of the County of San Joaquin Family Self Sufficiency Committee. These partnerships yielded significant advantages in sourcing opportunities for UC-FSNEP as target audiences served are the same FSNEeligible population. Involvement provided access to a wide base for program promotion, needs assessment data validation, recruitment opportunities and immediate inclusion in community events benefiting target population during planning phases. Youth – Focus closely on shifting from small numbers of teachers scattered through many San Joaquin eligible schools to densifying count of teachers per school through many grades consistently, iterative approach to UC-FSNEP delivered nutrition education year over year (k-6) proves more effective in cementing nutritious choices and embedding them in youth makeup. Saturation will statistically drive more effective nutrition education results in addition to better utilizing staff time where detailed, in person meetings can be hosted with small groups of teachers training, answering questions etc.
- Solano County: Adult Collaboration with Solano County Health and Human Services yielded opportunities for adult programming. Food demos/taste-testings within 6 Solano County Health and Human Service locations produce enrollees in Learn at Home series for 4 average completion sessions. Parent involvement was fostered and developed through Child Start sites where all parents and children received an hour of nutrition education and were enrolled in the learn at home modules. Youth: Staff have restructured youth delivery and split it into weekly modules accompanied by lesson kits. Each weekly kit includes lesson plans, curricula for the week, supplies required, suggested activities, accompanying test tastes for established teachers and time record form. Staff interact weekly with teachers to answer questions, guide and focus teacher extenders in support of nutrition education delivery modalities and to drop off the next week's kit. Continued interaction yields a significant increase in the quality of nutrition education delivery; regular access to UC-FSNEP nutrition staff builds greater familiarity with the topic matter and has bridged educators from originally planned curricula into other UC-FSNEP offerings due to increased student interest.
- Sonoma Lake: Youth Partnership with Sonoma County Office of Education fostered access to SCOE's district wide website with the ability to post UC-FSNEP links and information and access to or sharing with other counties. Marketing packets distributed with target audience evaluative results were mailed out directly to district superintendants and principals. Back to school baskets of locally donated produce from growers were accompanied by lessons/newsletters and introductions to the UC-FSNEP program.

## 7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

## Contact:

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## **Section II. Final Report Summary for Evaluations.**

Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than \$400,000) that were completed during the previous year. See pages 6-8 for instructions.

## Name of Project or Social Marketing Campaign Nutrition Education for Bay Area African Americans – Sharon Fleming: University at California Berkeley

## 2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

The nutrition goals of this FSNEP project were to increase intake of fruits, vegetables, whole grain cereals and low-fat dairy foods, and reduce intake of sweetened beverages. The project aimed to increase knowledge regarding the following: the importance of consuming a healthy diet, the importance of daily physical exercise, and strategies for altering daily patterns of physical activity, food selection and food consumption to achieve optimal exercise and nutrient intakes. To do this, information was provided so families could select foods, modify ingredients, prepare the food, and alter portion sizes. Within this context, strategies were provided for achieving adequate daily physical activity. Also, addressed were behavioral challenges that, if unaddressed, would interfere with the ability of the children to benefit from the delivery of the nutrition education programming.

Goals for the project were the following:

- On an ongoing basis, update and revise 40 adolescent and 12 adult available lesson plans to make them appropriate for our audience by November 1, 2007, through September 2008. These materials were selected from those developed by reputable organizations including UC Cooperative Extension, EFNEP, the USDA and the NIH, and available in the public domain.
- Repeatedly deliver 40 adolescent and 12 adult lesson plans (to an estimated 250 adolescents and 1150 adults) aimed at increasing intakes of fruit, vegetables, whole grains and low-fat dairy, and decreasing intakes of sweetened beverages in African American youths and their families living in inner-city Oakland, CA, and in low-income communities in San Francisco by November 1, 2007 through September 30, 2008.
- Make culturally appropriate printed nutrition education materials available to at least 1000 lowincome African American families as described above by February 2008 through September 2008.
- Evaluate influence of these lessons on nutrition knowledge of 200 children, on dietary habits of the children and their families, and on stages of change of 200 adults with respect to improving selected nutrition behaviors by July 2008 through September 2008.
- Complete process evaluation of each lesson following its delivery to children and adults beginning in October 2007 through September 2008.

#### 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

Nutrition education was delivered to youth and their families that resided in low-income communities in Oakland and San Francisco, California and was delivered at four urban-services East Bay YMCA sites (M.

Robinson Baker, Eastlake, Teen center and Cole Middle School), and at four San Francisco Boys and Girls Club sites (Columbia Park, Excelsior, Page Street, London Street). The program involved approximately 5,110 FSNE-eligible individuals.

## 4. Assignment to intervention and control or comparison conditions

## a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

The intervention and control groups were based on individual enrollment through urban service sites; East Bay YMCA sites (M. Robinson Baker, Eastlake, Teen center and Cole Middle School), and at four San Francisco Boys and Girls Club sites (Columbia Park, Excelsior, Page Street, London Street).

## b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Assignment of intervention was not random. Participants were enrolled based on interest, and all participants were given instruction.

## c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

In total, 5,147 FSNE-eligible children and 1,538 FSNE-eligible adults were contacted, 5,110 of which received nutrition education through this program. 188 nutrition education classes were delivered to children, 103 classes were delivered to adults and 17 community events were held at which nutrition education was delivered. 771 individuals were evaluated for changes in their nutrition knowledge or nutrition behaviors.

## 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

Youth were evaluated for nutrition knowledge gains (via pre and post-intervention questionnaires), for change in dietary habits of the children and their families, and the adult family members were evaluated for their readiness to make relevant behavioral changes (via Bandura's stages of change questionnaire). Appropriateness of the lessons was evaluated using built-in lesson evaluations, providing information that was used to inform ongoing revisions and adaptations.

The nutrition education curriculum that was delivered consisted of lessons selected to provide program participants with the skills and education needed to foster body weight maintenance via increased healthy food choices and increased physical activity. The curricula emphasized the importance of meal planning and food shopping, including reading food labels; approaches to increasing intakes of vegetables, fruit, whole grains and calcium rich foods; portion control; and approaches to limiting intakes of fat, sugar and salt. Program lessons were provided through community-based programs that included nutrition and physical activity education, modeling and practice.

# a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends. Participants completed a pre-and post quiz with each lessons. The quizzes indicated knowledge gained during the lesson.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

Dietary and physical activity knowledge/attitudes/behavior of the child and his/her family were assessed using constructs developed from our evaluation questionnaires. Indices of child's 'nutrition knowledge'; 'food preferences' and 'food habits' were computed to assess the dietary behaviors of the children Child dietary behaviors were assessed using pre- and post-intervention data from 3-day food dairies and 'Nutrition and Physical Activity' questionnaires. On average, pre/post quiz scores showed an improvement of 39%. Using data collected prior to intervention, it was found that family food habits predicted (negative direction) child intakes of energy, starchy vegetables, discretionary fats and added sugars. Also, a higher child nutrition knowledge score was significantly related to a lower intake of starchy vegetables. While child knowledge was related to several dietary outcome measures, family habits more frequently predicted child intake, suggesting the importance of family habits in promoting healthy eating in low-income, overweight African American children. Significance at p 0.05-0.1 was found with boys on certain dietary intakes and for girls there were significant increases p<0.05 on specific nutrient intakes.

Strategies to engage inner-city African American children and their families have been pursued, and these efforts have met with limited but important success. Many of the families responded positively to home visits, and these visits offered opportunity for nutrition staff to work with each family to identify strategies that might be effective within that family. Targeting adult family members via the children remains feasible, and the observed changes in nutrient intakes of these children shows very promising trends that should be further pursued. A FSNEP program that positively influences nutrient intakes of overweight, low-income, African American children is needed and the next step would be to adapt the curriculum for implementation by a larger group of providers, with build-in evaluation allowing outcomes to be assessed also in this next phase. Ideally, outcomes in both children and their adult family members would be assessed.

## 7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Contact: Sharon Fleming; UC-Berkeley Center for Weight and Health; 101 Gianni Hall #3100, 510-642-2915

## **Section II. Final Report Summary for Evaluations.**

Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than \$400,000) that were completed during the previous year. See pages 6-8 for instructions.

## 1. Name of Project or Social Marketing Campaign Teaching Nutrition Education Using the Internet – Karen Varcoe: University at California Riverside

## 2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants? The overall goal of this project was to provide educational outreach to FSNE-eligible individuals using three different teaching methods (classroom instruction, computer instruction, or a combination of classroom and computer instruction) and then determine the effectiveness of each method.

## The objectives were as follows:

- UCCE program representatives will partner with at least five Nutrition and Family Consumer Science (NCFS) Advisors from October 2007 to April 2008 to test the use of the Internet as a means for reaching FSNE-eligible individuals with information on nutrition education. Behavior change and knowledge will be measured. The bilingual (English/Spanish) Making Every Dollar Count (MEDC) nutrition education program will be taught to multiple groups of 5 to 50 FSNE-eligible individuals.
- At least 20 follow-up questions will be developed by October 2007 to measure the increase in knowledge and behavior change among the FSNE-eligible participants.
- A pilot test of the follow-up questions will be conducted with a small group of 5 25 FSNE-eligible individuals by December 2007.
- In each of the 5 participating counties, during November and December 2007, FSNE-eligible individuals will be recruited and separated into one of three groups of 5 to 50 people per group. Up to six groups will be recruited in each county. One-third of the groups will be trained using the printed curriculum in a group setting, one-third of the groups will use the MEDC web site to learn the material in an individual self-paced format, and one-third of the groups will receive a combination of classroom instruction and online learning.
- Seventy-five to 1000 FSNE-eligible persons in San Joaquin, Santa Clara, Solano, Yolo, and Kern counties will be taught using the bilingual (MEDC) nutrition education curriculum to improve goal setting, to utilize community resources for food, to understand food advertising, and save money on food shopping by June 2008.
- Seventy-five to 500 participants will be asked to respond to follow-up questions by June 15, 2008.
- From June to August 2008, a comparison between the different methods of instruction will be made to determine whether or not the nutrition education taught online was as effective as other more traditional methods. The effectiveness will be measured using the participant's responses to the follow-up questions.
- The online nutrition education program will be publicized in libraries located in FSNE-eligible neighborhoods in the 5 participating counties to reach additional FSNE-eligible individuals. Additionally, the program will be promoted to FSNE extenders throughout the state and they will be encouraged to share with FSNE-eligible clientele. These individuals will not be included in the data collection; however, we will monitor the number of visits to the site and ask them to participate in a follow-up online questionnaire. Based on a comparable online program we currently support, we would expect at least 5000 visits per month.

- Develop materials (at least two written brochures and an e-mail message) to use in promoting the online program in libraries as well as to FSNE aids throughout the state.
- A journal article, as well as a final report, will be prepared by September 30, 2008 describing the results of the Making Every Dollar Count pilot test of 75 1500 FSNE-eligible participants.

## 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

182 participants contacted through five county partners, San Joaquin, Santa Clara, Butte, Solano, and Kern. MEDC participants came from adult schools, substance abuse centers, homeless shelters, community housing, religious organizations, and similar organizations that serve FSNE-eligible individuals. Eighty-two percent of the participants were female, 18% male. There was great diversity in the ethnicity of participants with 36% Asian, 31% Hispanic, 25% White, 5% African American, and the remaining 3% indicating their ethnicity as either Native American or Other.

## 4. Assignment to intervention and control or comparison conditions

## a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

In conducting the "Teaching Nutrition Education Using the Internet" project, five units of the Making Every Dollar Count curriculum were pilot tested with FSNE-eligible individuals. The lessons used were Setting Goals, Making Choices, Stretch Your Dollars, Saving Money on Food, and Food Advertising. These units were evaluated under three circumstances, delivered via classroom education only, computer instruction only, and a combination of both classroom and computerized instruction.

## b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Assignment of intervention was not random, instruction was split out based on enrollment interest.

## c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

A pre-pilot of the first three lessons was conducted in Kern County in February to work out any kinks in the web site and determine if the evaluation instruments were effective. The pre-pilot was conducted in English only with 58 participants receiving classroom instruction only, 45 computer instruction only, and 66 receiving a combination of classroom and computer instruction. Participants in the classroom instruction only group received 3 hours of instruction. Those in the computer only group were allowed to take as much time as they wanted as this is a self-paced format. Those in the combination classroom/computer instruction group received 2 hours of classroom instruction and 1 hour of computer time. The evaluation tools were revised based on the results from the pre-pilot and a training workshop was conducted for 16 CE staff members. Each staff member received a curriculum binder; a CD containing the curriculum files, evaluation tools, and visuals; copies of the handouts and evaluation tools to use with clients; client incentive items including payment calendars, slide calculators, grocery bags, and fotonovelas; and an introductory video describing the program on DVD.

#### 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain

servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

FSNE-eligible clients were taught many skills related to stretching their food dollar including how to: assess options for saving money on food, calculate the cost of preparing food at home, and evaluate food ads and advertising techniques. Impact data was collected through all three methods evaluate via self report pre and post test data. Five counties participated in the pilot testing including: San Joaquin, Santa Clara, Butte, Solano, and Kern. Yolo County had to withdraw from the study due to staffing problems. The effectiveness of three teaching methods (classroom instruction, computer instruction, and a combination of classroom and computer instruction) was evaluated. A total of 150 data sets have been submitted for statistical analysis. Fifty-two percent of the matched sets submitted were from individuals who participated in classroom instruction. The remaining matched sets were evenly divided among participants from the computer and combination computer/classroom teaching instruction methods.

## a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre- or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Pre intervention and post intervention data collection points.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

While the report on the statistical significance of the evaluation data has not been complted yet, partial results on the participants' perception of how much they learned and whether they thought the program was a good use of their time have been reported. Results are expected by January 2009.

	Classroom Instruction (N = 46)	Computer Instruction (N = 34)	Combination (N = 6)
<b>Setting Goals</b>			
Learned a lot	85%	68%	100%
Making Choices			
Learned a lot	87%	74%	100%
Stretch Your Dollars			
Learned a lot	76%	68%	100%
Saving Money on Food			
Learned a lot	67%	59%	100%
Food Advertising			
Learned a lot	63%	65%	100%
Worth my time (1-5)*	4.8	4.9	4.3

<sup>\*</sup> For all lessons, "How much have the Making Every Dollar Count classes been worth to you?" 1 = Not worth my time, 5 = Very much worth my time

The table shows an overwhelming majority of all participants felt they had learned a lot. Data analysis will show whether their knowledge gain was genuine and significant. The sample size for participants in the combination classroom/computer instruction method was very small. However, they were all extremely positive about the amount they had learned. It will be interesting to see if analysis of their pre/post-tests demonstrates the same degree of knowledge gain.

Use of the internet to teach FSNE-eligible clientele basic nutrition education may allow FSNEP staff to expand their outreach to a larger audience. Through partnerships with adult schools, libraries and other organizations providing access to computers, UCCE can get their message delivered to the target audience at a time that is convenient to the client. With our clients' busy schedules and economic difficulties, the Internet can prove to be a useful educational outreach tool.

To encourage use of the Making Every Dollar Count curriculum among FSNEP staff a complete curriculum binder, CD with all curriculum files, and introductory DVD were sent to all FSNEP county NFCS Advisors. The DVDs can be played in such locations as Food Stamp Offices, WIC waiting rooms to capture the interest of our target audience and introduce them to Making Every Dollar Count and a variety of other programs offered by Cooperative Extension.

4. Provide a copy of any publications or reports on your project.

N/A

5. Provide a copy of all materials that were adapted/developed (lesson plans, evaluation instruments, etc.)

Attached please find:

Making Every Dollar Count poster presentation mini poster

Making Every Dollar Count sample recruitment flyer (English & Spanish)

Making Every Dollar Count Pilot Protocol

Informed Consent Document for Research (English & Spanish)

Making Every Dollar Count Family Record (English & Spanish)

Making Every Dollar Count Pre-test (English & Spanish)

Making Every Dollar Count Post-test (English & Spanish)

Making Every Dollar Count Evaluations

Computer Instruction (English & Spanish)

Student Instructions for computer classes (English & Spanish)

Computer/Classroom Instruction (English & Spanish)

Classroom Instruction (English & Spanish)

Making Every Dollar Count grocery bag

Making Every Dollar Count bilingual slide calculator

**7. Reference** Contact: Karen Varcoe; UC-Riverside Family and Consumer Sciences; College of Natural and Agricultural Sciences, (951) 827-3419

## **Section II. Final Report Summary for Evaluations.**

Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than \$400,000) that were completed during the previous year. See pages 6-8 for instructions.

## 1. Name of Project or Social Marketing Campaign Improving nutrition in low-income Vietnamese families- May Choo-Wang Ph.D. UC-Berkeley

## 2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants? The overall goal of this project is to improve the delivery of nutrition education services to FSNE-eligible Vietnamese Americans with a focus on preventing child overweight.

The specific objective is to improve the effectiveness of existing FSNEP educational pamphlets for Vietnamese families previously developed by the Dr. Robert C. & Veronica Atkins Center for Weight & Health (CWH) by testing culturally appropriate nutrition education lesson plans that can be used with these pamphlets [http://cnr.berkeley.edu/cwh/activities/asian\_lang\_publications.shtml].

## 3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

Focus Group on field test lesson plans: 13 low income Vietnamese parents in San Jose California Lesson Plan evaluation groups: 461 low income Vietnamese participants through Vietnamese community based organizations and WIC clinics in Orange, Los Angeles, and Sacramento Counties

## 4. Assignment to intervention and control or comparison conditions

#### a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

In collaboration with county FSNEP staff, Vietnamese community based organizations and WIC clinics in Orange, Los Angeles, and Sacramento Counties, project nutritionists used the newly developed lesson plans with previously developed FSNEP educational pamphlets to deliver nutrition education to 461 low-income Vietnamese parents living in Orange (group teaching) and Sacramento (one-on-one teaching) counties. Parents were asked to complete the pre- and post questionnaires to assess knowledge change. Each parent received a canvas bag with Vietnamese and English quotes: "Be a role model to your child, eat healthy and stay active!"

## b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Assignment of intervention was not random; participation was based on expressed interest.

## c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

461 plus 13 focus group participants

## 5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

The specific objective is to improve the effectiveness of existing FSNEP educational pamphlets for Vietnamese families previously developed by the Dr. Robert C. & Veronica Atkins Center for Weight & Health (CWH) by testing culturally appropriate nutrition education lesson plans that can be used with these pamphlets [http://cnr.berkeley.edu/cwh/activities/asian\_lang\_publications.shtml]. To achieve the above objective, we first formed a group comprising 6 community experts, nutritionists, county FSNEP advisors and representatives, and NEAs who had experience working with the Vietnamese population to provide guidance to the project. Members of this group were:

- Ching Wong, Community Health Educator, UCSF
- Yvonne Nicholson, FSNEP Advisor, Acting County Director, Sacramento
- Phuong Nguyen, Nutrition Education Assistant, Sacramento
- Ky Lai, M.D., Community Health Educator, San Jose
- Loan Pham, UCLA
- Kim Nguyen, UCB

Lesson plans were developed to complement FSNEP educational pamphlets previously developed for the Vietnamese families. The lesson plans focused on topics related to obesity risk factors, aiming to provide knowledge and skills. Examples of relevant topics include the concept of healthy and unhealthy foods, how to make healthier choices when it comes to fast foods and soft drinks, how to help children balance their active time and leisure time, how to provide a healthy family environment for children to grow up in, and how to be a role model to the children. These lesson plans were field-tested for wording and content clarity with 13 low-income Vietnamese parents in San Jose, and modified based on the feedback of the parents.

Pre- and post-assessments were <u>self reporting</u> consisting of 6 questions developed for use with the lesson plans to assess change in knowledge scores.

## a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre- or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Pre- and post-assessments consisting of 6 questions were developed for use with the lesson plans to assess change in knowledge scores and were administered accordingly.

#### 6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

The pre-post assessments showed an increase in the overall mean (S.D.) assessment score from 4.92 (1.62) to 6.26 (1.85). With the exception of questions seeking to determine what participants knew about fast food restaurants and two questions seeking to assess knowledge regarding the healthfulness of various foods, all other questions showed improvements in mean scores.

4. Provide a copy of any publications or reports on your project.  $N\!/\!A$ 

5. Provide a copy of all materials that were adapted/developed (lesson plans, evaluation instruments, etc.)

http://cnr.berkeley.edu/cwh/activities/asian\_lang\_publications.shtml

## 7. Reference

Contact: May Choo-Wang; UC-Berkeley Center for Weight and Health; 101 Gianni Hall #3100, 510-642-2915